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ABSTRACT

This guide provides teachers, authors, and editors with a fuller knowledge of economics textbook alternatives. The guide consists of four parts which provide information on 41 college economic texts published 1970-72. Part 1 is a guide to text identification through such objective factors as approach, length, price, rigor, publisher, title, textbook organization, economic problems, chapter assignments, teaching aids, index items, supplements, and author's background. Part 2 categorizes the texts by the author's opinion of their worth in terms of clarity, accuracy, point-of-view, innovation, teaching strategies, selectivity, and author credentials. Part 3 provides a one page summary profile of important objective characteristics of each of the 41 texts. Also included in this section is a list of 16 supplementary materials for economics courses. The fourth section asks what kind of text a teacher may want and then provides suggested possibilities depending on the previous objective criteria. (Author/DE)

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A GUIDE TO THE SELECTION OF

COLLEGE INTRODUCTORY ECONOMICS TEXTBOOKS

by

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December, 1972
(Prior Editions in 1965 and 1966)

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PREFACE

This guide is prepared as a service to professional teachers of economics and to authors, editors, and salesmen of economics texts. Hopefully it may provide teachers with a fuller knowledge of their textbook alternatives. Perhaps it may even alert some to values or texts they have overlooked. The guide may provide authors, publishers, editors, and salesmen with a fuller knowledge of their product compared to others and with promising innovations or possibilities for textbook writing. Actually this guide is really an attempt to contribute to better economic education by seeking to build a more effectively competitive market for introductory economics texts.

The guide consists of four parts. Its basic section is Part III composed of one-page profiles of objective characteristics of the 41 texts published or revised during 1970 through 1972. Part I draws upon these profiles to compare the 41 texts in regard to 33 different objective criteria. As a preface to each comparison I indicate in a boxed section ways in which it <u>may</u> be relevant to text selection. Remember my aim is not to name <u>the</u> good book. Objective measures are important but do not get directly to the really important criteria such as the text's accuracy, its clarity and correctness of reasoning, its readability, and its compatibility with the instructor's point-of-view.

(continued on next page)

In Part II, however, I allow my values to enter. I make clear some of the characteristics of texts and their authors of which I approve and others of which I disapprove. I seek thereby not your agreement but to stimulate you to think on your own. Finally at the very end of this guide is an index, not of the conventional kind, but an index to texts possessing some of the particular characteristics you may be seeking (or avoiding).

If you know what you want and do not want to subject your beliefs to other values, go directly to the index to locate appropriate texts. Then turn to their profiles in Part III for a broader view of each book. Finally turn to the texts themselves.

If you think you know what you want but are receptive to learning of other alternatives, go to Part I for comparative surveys of objective characteristics of existing texts and for reasons why these characteristics may be important. Then let these tables lead you to the study in Part III of profiles of texts that interest you. Then to the texts.

If you don't really know what you want but want to learn, study Part I to discover what you might value, Part II to learn what I value, Part III to see the great variety of texts available, and the Index to discover what others value. Then choose.

Finally if you are a potential author (or a teacher who wants to design a course on his own) see Part II. Do you agree with my values? What are your goals? How can you design a text (or course) to serve better these goals than do existing texts? Search for ideas in texts cited in Part II and in the tables of Part I and profiles of Part III. But use this guide only as a point of departure for building a text or course which thrusts imaginatively and creatively beyond what is revealed here.

Like the good text as I have defined it in Part II, I aim above all to make this Guide germinal,--- to "turn you on".

To stir you who teach but know not why to build a dynamic philosophy of economic education for yourselves;

To move you who write to design more purposeful and imaginative teaching materials;

To prod you who edit and publish to encourage innovation;

And to prepare you who sell to engage more effectively in your important role of teaching economics teachers values they may have overlooked.

Laurence E. Leamer
December, 1972

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Biven (back)	Hailstones	McConnell	Sanborn
Brandis	Hailstones-Brennan	Miernyk	Silk
Brehm	Harter	Nichols-Reynolds	Solmon
Brown	Heilbroner	Nickson	Sowell
Chalmers-Leonard	Heller	Orr-Savage	Spencer
Eckaus	Howard-Dale	Peterson	Sterling Institute
Fusfeld	Hunt-Sherman	Pfouts	Stigum-Stigum
Giesbrecht	Kohler	Rogers (Choice)	Suits
Gill	Lipsey-Steiner	Rogers (Prin.)	Wykstra

"Near-Texts"
Paperback Series Designed to Replace Texts
Paperback Economic Problems Series
Supplements Designed to Make Texts Understandable
Introductions to Economics
Current Reprint Volumes
Current Economics Tapes
Self-Instructional Materials

INDEX TO ECONOMICS TEXTBOOKS
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PART I

GUIDE TO TEXT IDENTIFICATION-- OBJECTIVE FACTORS

Part I is intended to assist you to discover texts which have objective characteristics you desire and possibly also to alert you to objective qualities you may value in a text but in the past have overlooked. Thus each table is prefaced by a boxed set of questions to remind you of some educational goals to which the table may relate. Many tables are also prefaced with an explanatory note on how the data were derived. Having identified texts that interest you, you should then turn to their profiles in Part III below to see them in broader perspective.

TABLE 1 -- APPROACH
(including overall organization and author's stress)

> What approach to the teaching of economics do I want my text to take? What do I want stressed? What overall organization is best? Or in general, what philosophy of economic education do I want the author to have? Or do I really want a text which is a clear and well organized expression of a carefully formulated educational philosophy?

Explanation -- The most important single objective factor in text selection is in my judgment its philosophy of economic education. What does its author really think is important? What theme or goals (if any) permiate the book? How is the text organized to serve these goals? Alternative answers to such questions we call approaches to the teaching of college economics.

Below I will define briefly several alternative educational philosophies or approaches as I understand them and I will try to classify each recent text by the approach it primarily uses. Actually all texts include aspects of several approaches, sometimes by design and sometimes because their authors seem not to have formulated an overt coherent educational philosophy. Nevertheless each text is classified below. I have tried to determine its dominant overt or implied educational philosophy expressed in content and organization as well as in the author's stated goals. I have especially inspected the text's preface, (particularly the author's justification for having produced still another text), its introduction (what reasons does it give the student for studying economics, and what is really important), its overall organization, its choice of unit and chapter titles, its unit introductions and chapter conclusions, and its culminating emphasis (if any).

In addition to "approach" I also identify an additional "stress" of each text, usually one particularly emphasized by its author. Many texts might well have been classified under the approach implied by their stress. Approach & stress are therefore intended to provide a succinct statement of a text's goals. These are elaborated and clarified, often in the author's words, in the text's Profile.

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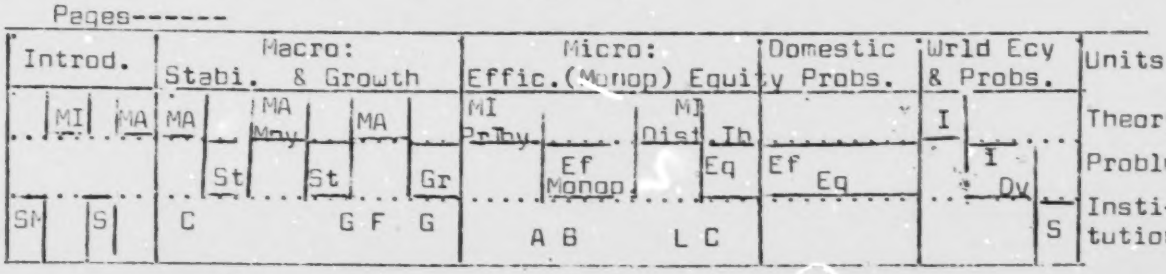
1. Analytical Approach = The introductory course above all should teach economic theory. It should be an introduction to what economists do, to how they reason, to their intellectual "kit of tools". Students should learn to think like economists. Institutional and problem materials may be introduced to improve the teaching of theory but should not be the central focus of instruction. Organizationally the text should be built around substantial macro and micro units with problems material following the relevant theory. A typical analytical approach textbook profile follows. The meaning of profile symbols may be found on the textbook profiles in Part III.



The following texts use primarily an Analytical Approach:

Those stressing application

Biven--applications of theory
Eckaus--public economic policy
Peterson--application to problems
Samuelson--relevance to student
Sowell--application of analysis
Hailstones--prob. of ec. stability
Hailstones-Brennan--applic. of thry
Rogers (Choice)--appl. to choices

Those stressing methodology

Alchian-Allen--empirical verification of theories
Brehm--empirical verfication of thry
Chalmer-Leonard--student use of quantitative methods
Lipsey-Steiner--scientific methods
Pfouts--mathematical methods

Those stressing breadth

Lynn--short but broad text
McConnell--political economy
Miernyk--interdependence
Spencer--balance between thry, probs, & policy
Stigum--ec. institutions

Those stressing teaching

Orr-Savage--unique teaching tools
Sterling Institute--self-teaching
Solmon--flexibility in organiz.
Rogers (Pr)--flexibility in degree of rigor

See also texts classified under other approaches but which stress analysis.

2. Systems Approach = The introductory course above all should open students' eyes to the economy as a whole, as a system, especially to American capitalism as a socio-economic organization. The text often may be organized around the several basic functions of all economies and will usually compare and appraise the conduct of these functions by different economies. Or it may move from focus on parts of the system that are close to those more remote. Organizations vary.

The following texts primarily use a systems approach. Their stress is indicated.

Brown--choices of policy makers
Heller--economic analysis
Nickson--macro-ec. analysis & policy
Silk--personal & soc. ec. problems
Suits--application of theory

See also texts classified elsewhere but which stress systems or organiz. especially Brandis, Gordon-Dawson, Sanborn, Hunt-Sherman

3. Problems Approach = Problems are the primary reason for economics and for its study by non-economists. Therefore the introductory course should teach how to analyze a problem and should explicitly apply this method recurrently to a series of economic problem areas,--probably both to continuing problem areas (efficiency in resource allocation and use, economic stability, growth and development, and equity) and also to distinctly current problems. The text may be organized around these several goals or may choose a sequence of problems to permit a systematic cumulative development of relevant theory.

The following texts use a problems approach. Their stress is indicated

Bach--analysis & political economy
Brandis--ec. organiz. & pol. ecmy
Gordon-Dawson--analysis & ec. Systms
Howard-Dale--public policy for economic welfare
Kohler--overcoming scarcity
Nichols-Reynolds--applic. of current analysis
Wykstra--economic goals

See also texts classified elsewhere but which stress problems or policy. esp. Analytical texts stressing application,

4. Social-philosophic Approach = The central concern of an economics that is really relevant is economic philosophy. What is the proper role for government in relation to the economy? What is the good economy? Actually differences in our economic philosophies and in our special-interest group memberships largely determine our views of economic policy. Social and economic goals should be stressed. Alternative economic philosophies should be studied. Since a value free social science is not possible, authors may even express their own values.

The following texts use a social-philosophic approach. Their additional stress is also indicated.

Gill-- ec. analysis & public vs. private interests
Fusfeld--new micro-macro ec. synthesis
Hunt-Sherman--radical critque of capitalism
Sanborn--social-economic organization

See also texts classified elsewhere which stress goals, political economy, or economic philosophy, esp. Heilbroner

5. Historical Approach = The fact of change is most important for understanding the present, the past, and for preparing for the future. The introductory course should therefore give a dynamic evolutionary view of the economy, of economic analysis, of economic institutions, and of economic problems. Thus their history is essential. All strictly "up-to-date" approaches are irrelevant to the future in that they leave the student with the illusion of having learned the final truth.

The following texts use an historical approach. Their further stress in indicated.

Giesbrecht--both ec. history & history of ec. theory
Harter--evolution of ec. theory & institutions
Heilbroner--economic philosophy & political economy

See also texts classified elsewhere especially under social-philosophic approach, esp. Hunt-Sherman

6. Institutional Approach = Introductory economics essentially should open students' eyes to their own environment, i.e. to economic institutions of which they are a part, with which they must deal, about which they must decide, in which they pay a role as consumer and(or) as producer. Theory should be introduced after study of related institutions. An institutional text may be organized by sectors (consumer, producer, labor, agriculture, financial, etc.) or by the relationship of institutions to the individual. The Consumer Approach is a major variety of this approach.

No existing text adheres primarily to this approach. Stigum comes closest with its introduction of analysis by chapters on economic institutions. Note however texts classified with other approaches but which stress institutions.

7. Eclectic Approach = No one approach is preferable. Rather all or many of these approaches should be combined without any one dominating the substance or organization.

No text has been so classified although most might be. Probably in the eyes of most authors their text is eclectic. Few texts are designed to serve primarily one approach. I many respects certain of these approaches are complementary. But in others they are competing or contradictory.

8. "No-approach" Approach = The subject-matter of introductory economics is ECONOMICS (period!). Forget about philosophies! Stop wasting time inquiring why economics should be taught. Philosophies are really rationalizations for doing what one wants to do. SIMPLY TEACH ECONOMICS, i.e. the discipline as developed by professional economists. The learning of economics by a layman is an end in itself; its rewards are simply in learning what economics is about.

No text has been so classified although some under the Analytical Approach perhaps should be. This view is to be found among the followers of the "conventional wisdom" on economics teaching rather than among others who must justify their break from the traditional analytical approach.

TABLE 2 -- LENGTH

How long a book do I want? A lengthy "encyclopedia" of economics or a short highly selective volume (perhaps supplemented by other materials?

Explanation -- The first table below shows total pages. While pages measure a book's bulk they do not always reveal its reading length. A total word count would be better. Word count per page varies from approximately 300 to 700 due to variations in page size, type style, width of margins, and whether there are one or two columns. Therefore a second table below shows approximate word count. It has been derived from the first typical full page of print after page 100 (no charts or tables or unusual number of headings). I count letters + spaces per full line of type, multiply this by number of lines per page, divide by 7 (i.e. estimated average length of words + one space), then multiply this measure of approximate number of words per full page by the total number of pages. The resulting word total is certainly high since no correction is made for charts or blank pages. But it should give an approximately correct measure of the relative lengths of texts.

Total Pages per Volume

(* = paperbacks)

200	300	400	500	600
Brehm 207	*Heller 302	Biven 400	*Peterson 513	Gordon-D 602
*Nickson 278	Pfouts 335	Silk 407	Howard-D 537	Miernyk 641
	Sowell 349	Brown 411	Suits 542	*Hunt-S 647
Under 200	*Giesbrecht 353	*Chalmers 460	Nichols 556	Hailstones 654
*Rogers 188	*Sanborn 356	Harter 493	Gill 581	
(Choice)	Lynn 373			
	Orr-S 386			

700	800	900
Spencer 714	Lipsey-S 806	Hailstones-B 932
Bach 722	Eckaus 812	Fusfeld 935
Kohler 742	McConnell 838	
Heilbroner 747	Stigum-S 842	No data on Rogers (Pr),
Wykstra 754	Alchian-A 857	Sterling Institute
	Samuelson 868	
	Solmon 875	
	Brandis 878	

Approximate Words per Volume

Very short (to 150,000)	Short (150-300)	Average (300-400)	Long (400-500)	Very long (500 and over)
Rogers-Ch (75)	Orr-Savage (165)	Howard (325)		
Brehm (80)	Harter (185)	Stigum (325)	Samuelson (430)	Solmon (500)
Nickson (85)	Chalmers (190)	Suits (330)	Fusfeld (450)	Lipsey (520)
Pfouts (110)	Peterson (200)	Heilbroner (345)	Bach (450)	McConnell
Giesbrecht (110)	Gill (210)	Kohler (350)	Alchian-Allen (450)	(550)
Sowell (120)	Hailstones (210)	Eckaus (375)		
Heller (125)	Silk (210)	Brandis (380)		
Sanborn (125)	Nichols (240)	Hailstones-B (380)		
Lynn (135)	Gordon (275)	Wykstra (380)		
Brown (140)	Miernyk (290)	Spencer (400)		
Biven (150)	Hunt-Sh (300)			

No data on Rogers (Pr), Sterling Inst.

TABLE 3 -- PRICE

Should I be concerned about the price my students will pay? (remember cost relates also to added cost of supplementary materials if needed, resale value of text, semesters text will serve student). Should price leaders upward or texts with price differentials downward be encouraged? To cut costs, should earlier editions be considered?

$4.00	$5.00	$6.00	$7.00	$8.00	$9.00	$10.00	$11.00	$12.00
$3.95 Giesbrecht*							$10.95 Bach, Brandis, Eckaus, Pfouts, McConnell, Solmon, Samuelson	
	$5.20 Sanborn*							
		$5.95 Nickson*						
			$6.95 Brehm, Chalmers*				$11.00 Hailstones-B, Suits, Wykstra	
$4.95 Rogers*-Ch.			$7.50 Heller*					
			$7.75 Sowell				$11.50 Stigum	
			$7.90 Peterson*				$11.95 Lipsey	
					$8.95 Hunt*, Brown, Silk, Lynn, Harter			
					$9.00 Biven		$12.00 Rogers-"Pr" *	
					$9.75 Hailstones		$12.95 Alchian	
					$9.90 Gill*			
					$9.95 Gordon, Howard, Miernyk			
						$10.50 Spencer, Kohler, Heilbr.		
					$9.50 Orr-Savage			

TABLE 4 -- ONE OR TWO SEMESTER LENGTH ?

For my two semester course is it better to use a shorter one-semester volume and supplement it or a longer two-semester text? For my one-semester (or one quarter) course is it better to use parts of a longer text or a shorter one written for one semester? Sometimes economists feel a half used text is a poor example of economy. Others prefer at least to expose students to a more comprehensive volume even though much of it is not used.

One Semester

Written especially for a one-semester general economics course (including both macro & micro) -- Brown (Systems Appr.), Giesbrecht (Historical), Harter (Historical), Heller (Systems), Lynn (Analytical), Silk (Systems), Aiven (Analytical), Rogers-Choice (Analytical)

Written for a one-semester macro oriented course -- Chalmers-Leonard (Analytical), Gill-"Public Interest" (Social Phil.), Hailstones (Analytical), Nickson (Systems), Peterson-"Macro" (Analytical)

Written for a one-semester micro-oriented course -- Gill-"Private Interest" (Social Phil.), Peterson-"Micro" (Analytical), Sanborn (Social Phil.)

One or Two Semesters

Written for a one-semester general economics course but may be supplemented for two -- Gordon-Dawson (Problems Approach), Sterling Institute (Analytical), Orr-Savage (Soc. Phil. Appr)

A short theory centered text written to be supplemented for either a one or two-semester course -- Brehm (Analytical Approach), Sowell (Analytical), Pfouts (Analytical)

Two Semesters

Written for a two-semester course but includes course outline suggestions for one-semester courses with the emphases noted.--

Bach (Problems Approach)-MA, MI
Brandis (Analytical)-MA, MI, Gen
Eckaus (Analytical)-MA, MI
Howard-Dale (Problems)-MA, MI
Hunt-Sherman (Social Phil.)-MA, MI, Hist & Inst
Kohler (Problems)-MA, MI, Gen
Lipsey-Steiner (Analytical)- MA, MI, Thry
McConnell (Analytical)-MA, MI, Thry
Nichols-Reynolds (Problems)-Thry, Probs
Samuelson (Analytical)-MA, MI, Inst., Probs
Solmon (Analytical)- MA, MI, Thry
Spencer (Analytical)-MA, MI, Thry, Probs
Stigum (Analytical) MA, MI, Thry
Wykstra (Problems) Probs, Thry

Key to symbols indicating emphases for 1-semester courses.
MA=macro theory
MI=micro theory
Thry= theory generally
Probs= problems & policy
Hist = history
Inst = institutions

Written especially for two-semester courses -- Fusfeld (Social Phil.), Hailstones-Brennan (Analytical), Heilbroner (Historical), Mierzyk (Analytical), Rogers-"Prin." (Analytical), Suits (Systems), Alchian-Allen (Analytical)

TABLE 5 -- RIGOR

How rigorous a text do I think appropriate for my students? for myself? Is rigorous material best presented by the text or orally by the instructor?

Explanation -- "Rigor" is the critical value for judging a text in the opinions of many economists. If a book is nothing else it must be rigorous! The most damning criticism that can be made of one's teaching is that it lacks rigor! Yet the meaning of this criterion is not usually clear. It may refer to the complexity of theoretic constructs. This is the classification used below; we watch for the presence of certain constructs. On the other hand it perhaps should refer to the amount of algebra and geometry used in the book as a whole or to the relative emphasis on economic analysis.

Largely verbal (includes only elementary analysis -- S & D -- & little algebra or geometry) -- Sanborn, Harter, Rogers-"Pr" (Elements set), Silk

Moderately rigorous (geometry of firm, competition, monopoly, &or Y=C+I+G) -- Biven, Giesbrecht, Gordon-Dawson, Hailstones, Hailstones-Brennan, Heilbroner, Heller, Howard-Dale, Hunt-Sherman, Kohler, Lynn, McConnell, Nickson, Rogers-"Pr" (Principles set), Sowell, Spencer, Suits

Moderately rigorous chapters but more rigorous appendices -- Bach, Brown, Eckaus, Samuelson, Wykstra

Quite rigorous (considerable emphasis on geometry of general equilibrium, indifference analysis &or equilibrium of IS & LL curves)-- Brandis, Brehm, Fusfeld, Gill, Miernyk, Nichols-Reynolds, Peterson, Solmon,

Quite rigorous chapters but very rigorous appendices -- Lipsey-Steiner, Stigum,

Very rigorous (algebraic model of economy, numerous algebraic & geometric models) -- Chalmer-Leonard, Pfouts, Rogers-"Pr." (theory set), Alchian-Allen

TABLE 6 -- PUBLICATION DATA

Is an old and long established text which has gone through many revisions better or worse than a new first edition? Revisions correct errors and respond to experiences of early users. Their acceptance has been adequate for publishers to stay with them. On the other hand, new ideas may be less likely in books that have evolved saleable designs. Is a long or short revision cycle desireble (i.e. how soon will resale values be cut by a new edition? how up-to-date is the text with its illustrations and data?)?

Date of First Publication of Current Revised Texts
(and approximate frequency of revision)

1948 Samuelson (3 year revision cycle) 8th ed. 1970
1954 Bach (3 year revision cycle) 7th ed. 1971
1959 Brandis (4 year revision cycle) 2nd ed. of current text 1972
1960 McConnell (3 year revision cycle) 5th ed. 1972
1964 Alchian-Allen (3-5 year revision cycle) 3rd ed. 1972
1965 Lynn (5 year revision cycle) 2nd ed. 1970
1966 Lipsey-Steiner (3 year revision cycle) 3rd ed. 1972
1968 Heilbroner (2 yr. cycle) 3rd ed. 1972; Kohler (2+ yr.) rev. 1970
1969 Gordon-Dawson (3 yr.cycle) 2nd ed. 1972

Texts Published by Years Since 1960

1960
New
Abbott
Comm. on Econs.
* Gemmill
Grayson
Rev.
McConnell
Bach
Peach
(7)

1961
New
Fels
Hamberg
Morris
Spiegel
Soule
Villard
Rev.
Dodd-Hailstones
Guthrie
Keiser
Samuelson
(10)

1962
New
Davidson
Dye
Fishman
Gitlow
Snider
Rev.
Ferguson
Harriss
(7)

1963
New
Brandis
Reynolds
rev.
Bach
Bye
*Bye-Hewett
McConnell
(6)

1964
New
Alchian-Allen
Gambs
Hailstones
Kuhlman
Trenton
Wright
Rev.
Samuelson
(7)

1965
New
Eggers
Ferguson-Kreps
*Keiser
Lynn
Rev.
Guthrie-Wallace
Hailstones-Dodd
Harriss
Peach
* Ulmer
(9)

1966
New
Biven
Dye
Havens
Lipsey-Steiner
Rev.
Fels
Bach
McConnell
Reynolds
(8)

1967
New
Dodd
* Tarshis
* Gitlow
Rev.
* Abbott
* Alchian-Allen
(5)

1968
New
*Brandis
Heilbroner
Stigum
Kohler
rev.
*Gambs
Bach
Hailstones
*Harriss
*Trenton
(8)

1969
New
Gordon-Dawson
Van Tassel
Rev.
*Guthrie-Wallace
*Hailstones
Lipsey-Steiner
McConnell
*Reynolds
(7)

1970
New
Biven
Brehm
Orr-S. Savage
Silk
Suits
Rev.
Kohler
Lynn
Samuelson
(8)

1971
New
Chalmers-Leonard
Howard-Dale
Miernyk
Nickson
Peterson
Rogers ("Choice")
Sowell
Spencer
Sterling Institute
Wykstra
Rev.
Bach
(11)

1972
New
Brown
Eckaus
Fusfeld
Giesbrecht
Gill
Harter
Heller
Hunt-Sherman
Nichols-Reynolds
Pfouts
Solmon
Rogers ("Prin.")
Sanborn
(22)

Rev.
Alchian-Allen
Brandis
Gordon-Dawson
Hailstones
Hailstones-Brennan
McConnell
Lipsey-Steiner
Stigum
Heilbroner

* = pre-1970 texts still available

TABLE 7 -- PUBLISHERS

Is a publisher of several somewhat different economics texts or a publisher who is concentrating on one text likely to do a better job? Should I favor a book from a firm with a long and successful history of publication of introductory economics texts or should I favor a company trying to break into the market with a new text? Is this publisher contributing in other ways to economics teaching and scholarship (e.g. by producing scholarly monographs, free or inexpensive service publications, highly innovative experimental publications)?

(Publishers listed in order of number of texts published since 1970)

McGraw-Hill	Harper-Row	Irwin	Prentice-Hall	D.C. Heath
(1970)	(1970)	(1971)	(1971)	(1971)
Lynn (2nd ed.)	Suits	Peterson	Bach (7th ed.)	Howard-Dale
Samuelson (8th)	(1971)	(1972)	Rogers-	(1972)
Silk	Wykstra	Brandis (2nd)	"Choice"	Fusfeld
(1971)	(1972)	Brown	(1972)	Gordon-Dawson
Nickson	Hunt-Sherman	(1973)	Heilbroner (3rd)	(2nd ed.)
(1972)	Lipsey-Steiner	Reynolds		
McConnell (5th)			Eckstein Series	
(1973)				
Samuelson (9th)				

Dryden	Macmillan	Random House	South-Westn	Wadsworth	Wiley
(1970)	(1971)	(1970)	(1972)	(1970)	(1972)
Kohler (2nd)	Chalmers-	Brehm	Hailstones	Orr-Savage	Pfouts
(1972)	Leonard	(1971)	(4th)	(1972)	
Rogers-	(1972)	Miernyk	Hailstones-	Alchian-	Knoph
"Prin."	Heller		Brennan (2d)	Allen (3rd)	Series

Addison-Wesley	Appleton C C	Cotter-Barnard	Freeman	Goodyear	Rand McNally
(1972)	(1972)	(1972)	(1972)	(1971)	(1973)
Stigum	Solmon	Sanborn	Gisbrecht	Gill-"Private"	Lancaster
				(1972)	
				Gill-"Public"	

Holt,R,W.	Little,Brown	Merrill	Scott-Foresman	Sterling Institute	Worth
(1972)	(1972)	(1970)	(1971)	(1971)	(1971)
Nichols-Reynolds	Eckaus	Biven	Sowell	Sterling I.	Spencer

Publishers of earlier texts still listed as available in Books in Print
(* = publishers also listed above)

*Appleton C C = Trenton (1968), Bye-Hewett (1963)
Harcourt Brace = Abbott (1967)
*Harper-Row = Gemmill (1960)
Houghton, Mifflin = Tarshis (1967), Ulmer (1965)
*Irwin = Reynolds (1969), Guthrie-Wallace (1969), Gambs-Komisar (1968), Harriss (1968), Brandis (1968)
Oxford = Gitlow (1967)
*Random House = Uhr (1966)
*South-Western = Hailstones (1969)
*Wadsworth = Alchian-Allen (1967)
*Wiley = Keiser (1965)

Publishers Currently With No Recent Text

Aldine-Atherton	Bobbs-Merrill	Houghton Mifflin	Ronald
Allyn & Bacon	Dushkin Publ.Grp.	W.W.Norton	St. Martins
American Book Co.	Free Press	Oxford U. Press	Scribners
Barnes & Noble	General Learning	Pitman Pub.Co.	Van Nostrand Reinhold
Basic Books	Harcourt,Brace	Fr. A. Praeger	

TABLE 8 -- TITLE AND SUBTITLE

Is imagination shown in the title? Or should it be? Does the title really say or teach anything? Does it convey at all the text's goals? Is it an integral part of the book's total message? Does this most read part of any book teach anything?

Titles which are neutral, i.e. they simply say succinctly what the subject is.

Economics = Fusfeld, Lipsey-Steiner, Miernyk, Samuelson, Solmon, Stigum.

Introduction to Economics or Introductory Economics
Biven, Brehm, Gordon-Dawson, Wykstra

Basic Economics = Eckaus, Hailstones

Titles which may indicate the approach (although prob bly are as neutral as the above)

Economic Principles or Principles of Economics or Survey of Economic Principles = Brandis, Brown, Chalmers-Leonard, Lynn, Nichols-Renolds, Peterson, Rogers-"Pr.", Suits

Economic Analysis = Sterling Institute

Contemporary Economics = Spencer, Howard-Dale

Neutral titles combined with subtitles which may indicate approach or emphasis

Economics: An Analysis of Principles and Policy = Hailstones-Brennan
An Introduction to Analysis and Policy = Bach
Principles, Problems, and Policies = McConnell
Analysis and Issues = Sowell
An Introduction to Traditional and Radical Views = Hunt-Sherman
The Science of Scarcity = Kohler

Elementary Economics: A Mathematical Approach = Pfouts

Contemporary Economics: Principles and Issues = Silk

University Economics: Elements of Inquiry = Alchian-Allen

Economics in American Society = Orr-Savage

Unconventional Titles which indicate Emphasis

The Evolution of Economic Society = Giesbrecht
Economic Responses to a Changing World = Harter
The Economic Problem = Heilbroner
The Economic System = Heller
What, How, For Whom: The Decisions of Economic Organization = Sanboro
Economics and Social Choice = Nickson
Choice: An Introduction to Economics = Rogers
Economics and the Public Interest & Private Interest = Gill

TABLE 9 -- TEXTBOOK ORGANIZATION

Opening Emphasis

On what theme should the first chapter begin if it is to secure student interest and contribute ultimately to student understanding?

On scope and method

Definition of economics as a discipline = Brandis, Brehm, Brown, Chalmer-Leonard, Eckaus, Heilbroner, Harter, Howard-Dale, Lynn, McConnell, Miernyk, Peterson, Pfouts, Silk, Solmon, Spencer, Sterling Institute, Suits, Orr-Savage

Social sciences as disciplines = Nichols-Reynolds

Science and scientific method = Heller

Paleontology as a scientific discipline = Giesbrecht

On the special subject-matters of economics

The economic problem = Gill-"Publ.", Kohler, Nickson, Sanborn, Wykstra, Alchian-Allen

The economic system or organization = Gill-"Priv.", Sowell, Stigum

The American economy = Biven

Economic problems = Bach, Heilbroner, Lipsey

Choice = Rogers-Ch

On economics viewed historically (i.e. as an evolutionary science)

History of economic thought = Fusfeld, Gill-Priv."

History of economic institutions and ideologies = Hunt-Sherman

On the importance of the study of economics

Reasons to study economics = Gordon-Dawson, Samuelson

As shown by the economic education movement = Hailstones-Brennan

No data on = Rogers-"Prin."

Nature of the First Major Unit

What should be the nature and length of the first major unit? Is a long overview desirable or it is better to move rapidly to the key parts of the study? Is a multifaceted or more focused introduction desirable? (length in pages is shown in parens)

A long overview stressing scope-method and giving the student a preview of economic analysis (both macro & micro), problems, and organization and institutions. He needs early to see the whole if the parts to be subsequently studied are to be understood. = Samuelson (190pp), Eckaus (172), Hailstones (125), Brandis (114), Howard-Dale (108), Sterling Institute

A shorter overview with the same goals. But students should get more rapidly to the heart of their study. = Fusfeld (72pp), Gordon-Dawson (65), Lipsey-Steiner (59), Biven (55), Hailstones-Brennan (55), Bach (44), Kohler (40), Chalmers-Leonard (40)

A long history of the emergence of modern economic society and ideologies.

Hunt-Sherman (180pp), Heilbroner (150)

(Continued on following page)

An overview of the economy as a system. Rather than a diverse diffused set of preliminaries, come immediately to the point of economics study,-- to see and understand the economy. = Wykstra (88pp), Gill-"Publ." (67), Nickson (40), Silk (35), Gill-"Priv." (27)

A systems emphasis as above but focused on American Capitalism = McConnell (150pp), Spencer (96), Solmon (80), Pfouts (30), Orr-Savage (54)

An introduction focusing on economic institutions = Miernyk (80)

A very short introduction focused on--

Scientific method in economics = Nichols-Reynolds (32pp)
Scope of economics = Sowell (17), Suits (12)
Introduction to theory = Stigum (8)
And thus move rapidly on to---
Market theory = Nichols-Reynolds, Sowell, Alchian-Allen
Problems (Rich & Poor Nations) = Suits
Institutional Sectors (Consumers, Firms) = Stigum

Micro or Macro First?

Should macro or micro theory be taught first? Actually most texts are written so that the two sections may be reversed at the discretion of the instructor. This flexibility means in effect that neither part really builds on the ideas of the other. Do I prefer a text which provides a cumulative development of economic theory? Or do I want flexibility? [illegible]

We assume that each author's preference is revealed by the structure of his book. Books about which the author however says the micro and macro parts are reversable are marked with an asterisk.

Macro first -- It is easier for beginning students to understand. Its related problems of inflation, unemployment, and growth are more overt concerns of modern students. Newspapers are usually full of relevant current events.
*Bach, Biven, Brandis, *Eckaus, Fusfeld, *Hailtones-Brennan, Heilbroner, Howard-Dale, *Kohler, Lynn, *McConnell, Pfouts, *Samuelson, *Solmon, *Spencer, *Sterling Institute, *Suits, *Wykstra, Orr-Savage

Micro first -- It is more fundamental; it is the heart of economic theory as it relates to the essential economic principles of economization. A real understanding of the whole (or macro analysis) is only possible after understanding the parts and how they are coordinated through markets and government.
Brehm, *Brown, Gordon-Dawson, Harter, Heller, *Hunt-Sherman, *Lipsey-Steiner, *Miernyk, *Nichols-Reynolds, Silk, Sowell, *Stigum, *Alchian-Allen, Rogers-Choice

Macro only -- Chalmer, Nickson, Peterson-"Macro"

Macro primarily -- Gill-"Publ.", Hailstones

Micro primarily -- Sanborn

Micro only -- Gill-"Priv.", Peterson-"Micro"

Two volumes (micro & macro) designed to use interchangeably -- Gill, Peterson, Rogers-"Prin." (actually two sets of volumes)

Concluding Emphasis

On what theme do you want your text to close? Is this final theme used in the last chapter as a summarizing device for the entire book or is it used primarily as another topic which must be covered? Does it reveal what the author really thinks is important; what he really wants his book to teach the student, his educational philosophy?

Economic systems

Comparative systems = Bach, Biven, Hailstones-Brennan, Hunt-Sherman, Lipsey-Steiner, McConnell, Miernyk, Nickson, Samuelson, Stigum, Spencer

The economic system = Heller, Suits

Scope and method

Value of economic theory = Brehm

Methodology = Pfouts

General equilibrium = Salmon

History of economic thought = Sowell

Sectors International = Brown, Hailstones, Howard-Dale, Sterling Institute

Economic Problems

General review of problems = Lynn

Current problems & projection for 1970's = Gordon-Dawson

Particular problems =
Growth = Chalmers-Leonard, Gill-"Pub.", Peterson-"Macro"
Development = Eckaus, Fusfeld, Nichols-Reynolds, Silk, Rogers-Ch, Alchian-Allen
Urban = Harter, Kohler
War & Peace = Wykstra
Research & Development = Peterson-"Micro"

Social-economic philosophy

Role of government = Brandis, Gill-"Priv", Orr-Savage

Evaluation of Capitalism = Heilbroner, Sanborn

Suggestions for further and continuing study = Giesbrecht

TABLE 10 -- ECONOMIC PROBLEMS

Place of Problems

How do you think problem materials should be incorporated in a text? Should they provide the organizational structure and thus the central focus of a text? Or rather should there be a major unit late in the text dealing with contemporary domestic economic problems? Or is it better that problems be woven into the entire course, keeping them secondary to and supportive of the text's primary goals?

Problems provide the organizational structure of the text.

Fusfeld, Hunt-Sherman, Kohler, Suits

Macro related problems following macro-theory + micro related problems following micro-theory + a major separate problems unit

Brown, Gordon-Dawson, McConnell, Samuelson, Solmon, Spencer, Stigum, Wykstra

The above but with no separate problems unit late in the volume.

Rather problems are all related to macro & micro theory respectively-

Brandid, Chalmers-Leonard (to MA only), Eckaus, Gill, Hailstones (to MA only), Hailstones-Brennan, Howard-Dale, Lipsey-Steiner, Lynn, Miernyk, Nickson (to MA only), Peterson, Rogers-"Prin.", Silk, Heilbroner (also to history), Rogers-Ch. Orr-Savage

Problems are related to another structure of the text--

History of economic institutions, theory, and problems = Giesbrecht, Harter, Heilbroner (first part)

Economic sectors = Nichols-Reynolds

Functions of economies = Sanborn

Text primarily analytical; problems are identified but minor in stress.

Brehm, Heller, Pfouts

Texts with Substantial Sections on Contemporary Problems
(In addition to stability & monopoly)

Pollution, Environment, Ecology = Bach, Brandis, Brown, Fusfeld, Gordon-Dawson, Heilbroner, Howard-Dale, Hunt-Sherman, Lipsey-Steiner, Samuelson, Solmon, Spencer, Suits, Wykstra, Sowell, Rogers-Ch.

Urban problems = Bach, Brown, Fusfeld, Gordon*Dawson, Howard-Dale, Kohler, McConnell, Miernyk, Nichols-Reynolds, Nickson, Samuelson, Solmon, Spencer, Stigum

Poverty = Brandis, Fusfeld, Gordon*Dawson, Heilbroner, Hunt-Sherman, McConnell, Nickson, Peterson, Samuelson, Solmon, Stigum, Suits, Wykstra, Rogers-Ch., Orr-Savage

Race & Discrimination = Bach, Heilbroner, Hunt-Sherman, Samuelson, Solmon, Wykstra, Sowell

War, Defense, Peace, Military-Industrial Complex = Bach, Gordon-Dawson, Heilbroner, McConnell, Fusfeld, Silk, Lipsey-Steiner

(continued on page 15)

Education = Gordon-Dawson, Peterson, Wykstra, Sowell

Regional economics = Brandis, Miernyk

Other--- Change = Bach, Population = Brandis, Age = Gordon-Dawson, multinational Corporations = Heilbroner, Social Welfare = Spencer, Research & New Technology = Peterson, Advertising = Nichols, Social Imbalance = McConnell, Gill, & others, Drugs = Rogers-Ch.

TABLE 11 -- CHAPTERS OR ASSIGNMENT UNITS

How many chapters or assignment units (i.e. numbered or lettered subunits of chapters) should a text have to fit effectively into the number of class sessions available (probably 30 or 45 per semester)? In estimating desired text length remember to allow time for course introduction, six week and midterm and final exams, review sessions, current event discussions workbooks, supplementary readings, student reports, etc. Possibly 20-30 chapters or assignment units for a one semester course using text only, 40-60 or more if two semesters, 10-20 for a one semester course with supplementary materials, and up to 40-60 units for a two semester course with supplements.

Explanation -- Where chapters are subdivided into explicit parts, these are included below as assignment units. Appendices are not counted.

Under 20	20-35	35-40	40-50	Over 50
Rogers-Change 7	Chalmers-L 23	Heilbroner 36	Hailstones-Br. 44	Samuelson 55 (42 chs.)
Giesbrecht 11	Lynn 23	Hunt-Sh 38	Lipsey-S 44	Sterling 75
Sanborn 12	Peterson 12+12	Spencer 38	Alchian-A 45	Gordon-D 78 (21 chs.)
Nickson 13	Pfouts 24	Eckaus 38	Bach 45	Wykstra 94 (28 chs.)
Brehm 13	Hailstones 25	Brandis 39	McConnell 46	
Harter 13	Silk 26	Nichols-R 40	Fusfeld 48	
Heller 16	Suits 27	Solmon 40	Stigum 48	
Brown 18	Gill 16+11			
Sowell 18	Kohler 28			
Biven 19	Orr-S 30			
	Howard-D 31			
	Miernyk 31			

No data = Rogers-Pr.

TABLE 12 -- FLEXIBLE OR CUMULATIVE SEQUENCE

Do I want a very flexible text in which each chapter or unit is self-contained and therefore may be freely shifted in order? Or do I feel that a cumulative text is better, i.e. one in which each part builds explicitly on prior chapters and leads explicitly to those that follow? Should a text be a series of separate topics covering the subject, or should it have a clear cumulative theme running through it,-- established in the introduction, explicitly and cumulatively developed unit by unit, and integrated, reviewed, and summarized in the last unit or chapter?

Explanation -- The classification of individual texts below is usually dtermined by the author's intent as stated in his preface, by inspecting the sequence an omissions in his one-semester course suggestions, and by reading his unit introductions, his introduction to students, and final summary.

Highly flexible: Chapters & Parts may be interchanged or omitted -- Bach, Brown, Eckaus, McConnell, Miernyk, Nichols-R, Rogers-Pr, Samuelson, Solmon, Wykstra

Cumulative within parts; Parts may be used in different orders -- Gill (two volumes interchangeable), Hailstones, Howard-D, Hunt-Sh, Lipsey-S, Peterson (two vols. interchangeable), Sterling Institute, Stigum

Cumulative within parts: Final parts (units) may be omitted -- Kohler, Spencer

Cumulative -- Brandis, Brehm, Biven, Chalmers-L, Fusfeld, Giesbrecht, Gordon*D, Hailstones, Harter, Heilbroner, Heller, Lynn, Nickson, Orr-S, Pfouts, Rogers-Choice, Sanborn, Silk

TABLE 13 -- TEACHING AIDS

Figures and Tables

Do I prefer a text with many figures and tables or few? How much stress on geometry and statistics? Are figures integrated into the text (e.g. by explicit reference to them and by explanations below a drawing) or do they often seem to be inserted mainly for show? How up-to-date do I want statistics to be; or do I prefer that students learn to use other current statistical sources?

Number of Figures +	Number of Tables =	Total Figs.+ Tabs.
300-- Fusfeld 270 Eckaus 262	150-- Lipsey 131 Eckaus 129	450-- Eckaus 391
250-- Suits 231 Lipsey, Stigum 213	125-- Suits 104	375-- Fusfeld 358 Lipsey 344 Suits 335
200--Solmon 197 Samuelson 195 Gordon-D 181 Bach 153	100--Hail-B 98,McCon.96 Solmon 92, Fusfeld 88 Alchian 91 Silk 79, Bach 78	300-- Solmon 286,Stigum/Spencer 265,Saml.263 Gordon 242 Bach & McCon.231
150--Nichols,Heilbr.149 Miernyk 145 Brandis 138,McCon.135 Peterson 128,Alchian 114 Gill 114,Rogers-Ch 111	75--Hails.75 Samuels.68,Stigum 66 Heilbr. 64, Gordon 61 Howard 56, Brandis 57	225--Heilb.213 Hail-B 207,Alchian 205 Brandis 195,Miernyk 187 Silk 183,Nichols 183 Wykstra & Peters.168 Hails.161,Howard 159
100--Heller 110,Hail-B 109 Silk 104,Howard 103 Brown 91,Hails.86,Chalmers 84 Kohler 75,Lynn69,Sowell 67 Saborn & Biven 60, Hunt 55	50--Kohler 50 Miernyk 42, Chalmers 46 Peterson 40, Brown 39 Heller 36 Pfouts 31, Biven 31,Lynn 27	150-- Heller 146, Gill 132 Brown & Chalm.130 Kohler 125,Rog.111 Pfouts 92, Biven 91 Lynn 96,Sowell 91
50--Nickson 43 Brehm 38, Harter 35	25--Hunt 25, Sowell 24 Gill 18, Nickson 17 Brehm & Harter 11, Sanborn 10	75--Hunt 80 Sanborn 70,Nickson 60 Brehm 49,Harter 36

End-of-chapter Aids

What end-of-chapter aids do I really want? (the answer will probably be influenced by whether I plan to use a workbook and-or readings) What are my basic goals? If memory of fact and terms is important, then concept lists, fact questions, chapter summaries with numbered lists of key points may be useful. If reasoning is important then thought questions, exercises, case studies may be desirable.

None -- Giesbrecht, Rogers-Choice

Chapter summaries only -- Chalmers, Heller, Hunt-Sherman, Sowell, Suits

Thought Questions

3-5 questions (i.e. very selective) -- Nichols, Nickson, Wykstra

5-10 questions -- Bach, Brandis, Eckaus, Gill, Gordon, Hailstones, Hailstones-Brennan, Heilbroner, Lipsey, Miernyk, Orr-Savage, Pfouts, Samuelson, Solmon, Spencer, Lynn

10-20 questions -- Biven, Howard-Dale, McConnell, Peterson, Silk, Stigum

Over 20 questions -- Kohler, Sanborn, Brown, Harter

Concepts

List for review -- Bach, Eckaus, Gordon, Howard-Dale, Kohler, Nichols, Samuelson, Silk, Spencer

Glossary -- Brown, Fusfeld, Hailstones-Brennan, Heilbroner, Nickson, Solmon (At end of book)--Brandis, Spencer, Nichols

Bibliography

Annotated, i.e. including brief description of each reference -- Bach, Brehm, Giesbrecht, Orr-Savage, Silk

Reference list without above annotation -- Gill-Publ., Gordon, Hailstones, Hailstones-Brennan, Howard-Dale, McConnell, Solmon, Spencer, Harter,

Other

Completion questions and answer key -- Lynn

Thought questions introduced at appropriate point within each chapter-- Chalmers-Leonard, Alchian, Spencer

Case studies -- Spencer, Bach

Author's opinions or editorials -- Orr-Savage, Spencer

Biography of leading economists -- Spencer, Nichols-Reynolds

Appendices (number)

End-of-chapter --
- Many -- Bach (26), Samuelson (15)
- Some -- Brown (5), Eckaus (9), Heilbroner (8 on statistical methods), Lipsey (9), Nichols-R (9), Stigum (9),
- Few -- Brandis (1 on indiff. curves), Chalmers (1), Fusfeld (2), Hunt-Sherman (4), Nickson (2), Spencer (2), Suits (3)

End-of-unit -- Bach (7 on current research), Wykstra (2)

End-of-volume -- Bach (4 mathematical appendices to chapters), Solmon (graphs and bibliographies), Sanborn (accounting & Supply-Demand)

On appendices above--- Do I want and will I really use appendices? Should difficult material be separated from the text or if included should it rather be an integral part of the text?

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TABLE 14 -- INDEX ITEMS

The number of index items is a rough measure of the comprehensiveness of a text (or the care in the index preparation). How comprehensive a text do you want? Actually do your students ever have occasions to use the index? If not, should it be eliminated. If so, do you want an index with many cross references, with pages of concepts in summaries and glossaries as well as in the chapters?

TABLE 15 -- SUPPLEMENTS TO TEXTBOOK

The "fashion" now is to develop along with a text a "package" of various supplementary teaching aids separate from the text. What supplementary aids, if any, would you like available to use or try? Remember some texts incorporate these in the text rather than requiring students to buy additional materials. Supplements available for each text are indicated in the profiles. Table 15 summarizes what is available.

No Supplements for the Following Texts

Biven, Brehm, Giesbrecht, Gordon-Dawson, Heller, Howard-Dale, Orr-Savage, Peterson, Pfouts, Rogers-Pr., Rogers-Choice, Sanborn,

Supplements to Most Other Textbooks

Study guide or workbook for students (usually including chapter summaries, thought questions, objective questions -- often with answers thereby making them self-grading--, and problems or exercises.)

Instructor's Manual (usually including summary of key points to stress in each chapter, discussion questions or problems, essay and objective test questions and answers.

Supplements to Many Textbooks

Readings volume -- Bach, Brandis, Eckaus, Hailstones-Brennan, Heilbroner, Kohler, Lipsey-Steiner, McConnell, Nichols-R, Samuelson, Silk, Sowell, Wykstra

Programmed text (sometimes combined with study guide above) -- Bach, McConnell Samuelson, Solmon

Test file or Question Bank -- Bach, Lynn, Samuelson, Silk, Solmon, Spencer

Examination Sets (e.g. pre-prepared unit exams that can be reproduced by copiers) -- Brandis, Hailstones, Spencer

Transparencies (colored and-or black & white; often reproductions of drawings used in the text) -- Bach, Hailstones-Brennan, Solmon, Samuelson, McConnell

Transparency Masters (i.e. large prints of charts that may be used for making transparencies or for use with direct projectors)-- McConnell, Samuelson, Heilbroner

Occasional Supplements

Mathematical Supplement for Students with high math competence -- McConnell

Discussion Guide for Leaders Using Readings Volume -- Lipsey-Steiner

Film strips -- Samuelson

Silent movie cassettes -- Samuelson

Lecture outlines for instructor -- Wykstra

Monthly Newsletter for Adopters -- Solmon

Newletter Prepared by Author for Students -- Heilbroner

TABLE 16 -- AUTHOR'S BACKGROUND

Type of College in which Text Was Developed

What kind or place of employment is most likely to provide the experience and stimulus to enable an author to produce a good text for your kind of students and school?

Explanation -- The school listed is the one with which the major author was associated during most of the period of the text's development (several authors have since changed schools). After each school is a number indicating the admissions standards of each (1=SAT over 625, 2=575-625, 3=525-575, 4=475-525, 5=under 475, and ND=no data). Ratings may be found in the New York Times Almanac. This number may provide a very rough measure of the quality of students with which text was developed. Following each number is a letter indicating the size of the undergraduate student body (S=small, under 1000; M=medium, 1000-5000; L=large,5000-10,000; and XL=extra large, over 10,000). ND=no data.

Two-year or Junior College

Brown (Meramec CC)
Howard (Phoenix-M)

Small Private Liberal Arts Col.

Brehm (Kenyon 2M)
Chalmers (Amherst 1M)
Kohler (Amherst 1M)
Leonard (Smith 1M)

Small Church Related Col.

Giesbrecht (Wilmington Ohio 4S) (Friends)
Lynn (Maryville Mo. 3S) (Catholic)

Church Related University

Hailstones (Xavier -Ohio 4M)(Catholic)

Business School of University

Given (Georgia Tech 1L)
Hailstones (Xavier 4M)

Agricultural School of U.

Peterson (Minnesota 3XL)

City University

Solmon (New York ND-XL)

Military School

Sterling Inst. (US Naval Acd 1M)

Continued on p. 20

State Universities

Brandis (Ill. 4XL)
Fusfeld (Mich.2XL)
Nichols (Wisc. 3XL)
Sowell (UCLA 3XL)
Alchian (UCLA 3XL)
Suits (Mich. 2XL)
McConnell (Nebr. 4XL)
Wykstra (Color.State 4XL)
Pfouts (N.Car. 3XL)
Miernyk (W.Virg. 4XL)
Spencer (Wayne State 4XL)
Nickson (Old Dominion 5L)
Harter (Oreg. St. ND-XL)
Heller (Hawaii 4XL)
Steiner (Wisc. 3XL)
now at Mich.

State Colleges & S.U. Branches

Gordon (SUNY Oneonta (ND-M)
Orr (Fla. Atlantic ND-M)
Sanborn (Towson 4L)
Rogers (U.Wis-Milwaukee 4L)
Hunt-Sherman (U.Cal. Riverside 3M)

Foreign University

Lipsey (Queens U. U.K.)

Private Universities

Bach (Carnegie 1M) now at Stanford
Eckaus (MIT 1M)
Samuelson (MIT 1M)
Gill (Harvard 1M)
Stigum (Cornell U.1L) now at Northwestern
Reynolds (Stanford 1L)

Developed Outside of University

Silk (with NY Times & Business Week)
Heilbroner (economics writer; now with New School)

Source of Bachelors and Doctoral Degrees

What kind of undergraduate experience is most likely to produce an author of an excellent text for your particular teaching situation? What kind of graduate experience? Do some schools seem to be more fertile sources of textbook authors, of interest in undergraduate teaching? Is an author with a more recent degree more or less likely to write an up-to-date text relating to your students?

Explanation -- Following each author's name is the year in which he received the degree indicated. ACE graduate economics dept. ranks given.

Small Private Liberal Arts Col.	B.A. B.S.	Ph.D.
Antioch.....	Harter '41	
Claremont.....	Reynolds '56	
Cornell Col....	McConnell '50	
	Allen '48	
Dartmouth.....	Stigum	
Grinnell.....	Bach '36	
Oberlin.....	Steiner '43	
Parsons.....	Heller '61	

Church Related Schools

St. Marys (Cath).	Biven '45	
Maryville (Cath)	Lynn '51	
Detroit U (Cath)	Hailstones '47	
St.Louis (Cath)		Hailstones'51
		Biven '56
Brig.Young (Morm.)	Howard '49	

Foreign Universities

Free U.Berlin.	Kohler '57	
Toronto.....	Orr '59	
	Solmon '64	
Munich.....		Giesbrecht'58

State Universities (& ACE Grd. ranking)	B.A. B.S.	Ph.D.
Wisconsin(8).....	Silk '40	Orr '68
Michigan(9).....	Suits '40	Suits'48
		Kohler '61
		Chalmers-Leonard '69
Minnesota (12)...	Peterson'60	
Illinois (Acceptable +)		Lynn '58
Indiana (Accep.+)...		Brehm '58
Iowa State (accp.+).	Eckaus '46	
N.Caroline (Accp.+).		Pfouts '52
U.C.L.A. (Accp.+)...	Sherman '50	
U.Cal.Berk (5).....		Heller '55
		Sherman '60
		Reynolds '62
Iowa.....		McConnell'53
Kansas.....	Pfouts '42	
Colorado.....	Miernyk'46	
Nebraska.....		Wykstra'66
Rutgers.....	Giesbrecht '55	
Wyoming.....	Chalmers '63	
W. Michigan.....	Wykstra '60	

Continued on p. 21

Private Universities (& ACE Grp. Ranking)	B.A. B.S.	Ph.D.	Private Univ. (cont.)	B.A. B.S.	Ph.D.
M.I.T.(1).....		Eckaus '54	New York U. .....Gordon '47		Gordon '53
Harvard (1).....		Stigum		Dawson '53	Dawson '59
Harvard (2).....	Gill	Gill		Spencer '49	
	Sowell'58	Stigum	New School.....		Heilbroner'63
	Heilbroner '63	[illegible]	Geo. Washington..Fusfeld '42		
		Miernyk'53	Cornell (Adeq.+).		Spencer'54
		Steiner'50	Drake.....Brehm '49		
		Samuelson '41			
Yale (3).....Nichols'62		Nichols'68			
Stanford (4).....Alchian'36		Alchian'44			
		Harter '60			
Chicago (7).....Samuelson'35					
		Sowell '68			
		Solmon '68			
		Peterson'66			
		Sanborn '60			
		Bach '40			
Columbia (14)....		Fusfeld '53			

Note on ACE Graduate Economics Department rankings---The American Council on Education in 1966 ranked graduate economics departments on the effectiveness of their program as judged by economists. Below the 15 top departments were 15 others ranked as "acceptable +".

Age and Experience

Is a relatively young author with few years of experience more or less likely to produce an outstanding text than an older more experienced economist? Can youth relate better to youth? Or does age more likely preserve what works effectively? Who are most likely to produce the textbook innovations that will influence the future?

Age 60-50 Birthdate	Age 50-40 Birthdate	Age 40-30 Birthdate
1914-Alchian	1924-Gordon, Allen	1934-Kohler, Reynolds
1915-Bach, Samuelson	1925-Biven, Brehm, Dawson, Sanborn	1935-Wykstra
1916-	1926-Eckaus, Howard, Spencer	1936-Orr
1917-	1927-	1937-
1918-Harter, Miernyk, Silk, Suits	1928-McConnell	1938-
1919-Hailstones, [illegible] Heilbroner	1929-	1939-
1920-Brandis, Pfouts	1930-Lynn, Sowell	1940-Heller, Nichols
1921-	1931-Sherman	1941-
1922-Fusfeld, Steiner	1932-Peterson	1942-Chalmers, Solmon
1923-	1933-Giesbrecht	1943-

No information on Brown, Gill, Rogers, Brennan, Stigum-Stigum, Savage, Nickson (not in AEA 1969 Handbook)

Unique Backgrounds of Authors'

Is the author an economist whose activities and writings students may continue to follow? Is his professional role one that contributes to his value as a textbook's author?

Most prestigious economist (Nobel prize winner in economics, former President of AEA, Newsweek columnist, author of the best selling and leading introductory text of the last quarter-century)-- Samuelson

Most influential leader of the economic education movement (Chairman of the AEA Committee on Economics Teaching, Chairman of the National Task Force on Economic Education, Executive Committee of the Joint Council on Economic Education) -- Bach

Managing Editor of the Journal of Economic Education (also one of the more productive researchers on economics teaching, in charge of Research and Publications as a member of the JCEE staff)-- Dawson

Author of numerous popular books on economic subjects and magazine articles for the general reader -- Heilbroner

Successful economic journalists -- Silk (N.Y.Times & formerly Business Week), Dale (N.Y. Times)

Woman Economist -- Marcia L. Stigum

Black Economist -- Sowell

Foreign Economist -- Lipsey (Great Britain)

Radical Economists -- Hunt-Sherman

Conservative (Chicago Libertarian) Economist -- Sanborn

Democratic Socialist Economist -- Heilbroner

Iconoclastic critic of conventional texts -- Rogers

A team of two authors who disagree on many issues (and who makes these disagreements explicit in their text) -- Orr-Savage

PART II

IDEAS FOR FUTURE TEXT DEVELOPMENT - A NORMATIVE VIEW

This part is directed especially to introductory economics textbook authors, publishers, editors, and salesmen,-- present, aspiring, and potential. You are key agents of change for college economics teaching. But also teachers of economics who seek to improve their teaching by improving upon their favorite text may find ideas here. For having in Parts I and III surveyed and hopefully having objectively reported numerous objective characteristics of existing texts, I now will let my values show. I ask myself three questions. "What makes a desirable introductory text and what are some of the current texts which best exhibit each characteristic?" "Are there other unique features in one or a few existing texts that might well be incorporated in or improved upon in others?" "Are there still other good ideas found nowhere in present texts which might improve or substantially reshape future texts?"

My tentative answers follow. I seek not your agreement but to activate your thoughts and efforts toward still better texts and teaching.

Guidelines or Standards for Future Texts

1. It has a clear approach. The author has designed it throughout to serve a meaningful philosophy of economic education. The text's approach will be clearly evident in most of the following,-- its title and-or subtitle, its preface, its organization, its unit and chapter titles, its introductory chapter, its unit and chapter introductions and summaries, its end-of-chapter materials, and in its concluding unit or chapter. See Table 1 of Part I above for texts expressing the different philosophies. The following texts in my judgment focus particularly on the indicated approach; others are more eclectic.

Analytical Approach -- Alchian-Allen, Lipsey-Steiner
Problems Approach -- Kohler
Historical Approach -- Harter, Giesbrecht
Systems Approach -- Heller, Suits
Social Philosophic Approach -- Fusfeld, Gill, Hunt-Sherman (radical), Heilbroner (democratic socialist), Sanborn (conservative)
Institutional Approach -- no text but see Stigum-Stigum
Mathematical -- Pfouts

Texts I would avoid --

a. Texts that seek to serve equally well all approaches; let an author make up his mind then design a book toward these ends.

b. Texts by authors who are unaware of or contemptuous of economic education philosophies; they are ill prepared to do more than another version of what already exists.

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c. Texts that seek largely meaningless or unexamined goals, e.g. to teach students "to think like economists", which aim at "good citizenship", which prepare students to make choices about which economists themselves disagree, or whose claim to quality is that they are "rigorous".

2. It is accurate yet not pedantic or overly academic. It is the accuracy of the text's main recurrent themes that counts rather than its factual detail. The former may be learned by students, the latter will almost certainly be overlooked or forgotten. I have no sympathy for the academic "nit-picker" who shows off to students by picking apart the fine points of the text he has chosen.

Texts I would avoid--

a. Ones written to please economists rather than to be understood by students.

b. Ones which ask students to resolve theoretical or empirical issues on which competent professional economists disagree.

3. It is germinal in its point-of-view and not terminal. It aims not so much at "full coverage" but at "turning students on" and "opening students' eyes" to the evolving economy and its problems and getting them actively involved. Thus it includes many features to activate and facilitate a continuing interest and involvement. For example---

Highly selected bibliographies with brief but challenging annotations -- See Bach, Suits, Brehm, Gill
Thought provoking editorials or opinion sections -- Spencer, Orr-Savage
Seeks to relate to current newspapers or periodicals -- See Suits, Kohler, Oushkin under "near-texts"
Tries to relate analysis to interests of youth -- See Rogers, Silk, Alchian-Allen
Activities for further study (no only reading but observation) -- See Giesbrecht
Fosters development of an economic philosophy -- See Heilbroner, Hunt-Sherman

Texts I would avoid--

a. Ones that teach economics as a finished science rather than one in evolution.

b. Ones that fail effectively to relate economics to the role of citizen (or only to that of the professional economist).

c. Those with unselective unannotated bibliographies probably taken indiscriminately from readings for a graduate course.

4. It is cumulative in construction and not a disjointed series of separate freely interchangeable or deleteable chapters or units. Flexibility has been widely built into current texts to make them useable in courses of various lengths, by instructors with various approaches, and in various sequences. This is necessarily at the cost of unity. See Table 12 above for cumulative texts.

Texts I would avoid--

a. Books which make each chapter self contained (unless the book was designed as a flexible supplement to other materials).

b. Books in which the final chapter is merely another topic rather than a theme around which the book is reviewed, summarized, and projected into the future.

c. Ones in which key concepts are not used recurrently after their first introduction (see the index).

5. It is innovative in conception, design, and execution. It aims not merely to copy or modestly revise Samuelson or to rewrite it with more or less rigor (hoping thereby to capture a piece of the mass market). Rather the author has tried to produce something new and better. See "Product Differentiations" in the text profiles for innovations in present texts. Below are a few I find most promising. Others are listed under other categories.

Several volumes of different difficulty which may be combined in different combinations for different students -- Rogers (Prin)

Self-teaching course serving explicit behavioral objectives -- Sterling Institute

Guide for teaching by discussion -- Lipsey-Steiner

Acetate overlays -- Gordon-Dawson

Projection through the 1970's -- Gordon-Dawson

Composed of two separate interchangeable volumes -- Gill, Peterson

Text composed of recent articles, mainly by economists, appearing in the better magazines for the general reader -- Dushkin under "near-texts"

Texts with innovations I would avoid-- innovations which are gimmicks, i.e. for show but contribute nothing to the book's goals. For example

a. Picture end-or charts that merely "pretty up" the book but but are not an integral part of the narrative or analysis.

b. Boxed biographies of great economists of the past. Better make them a part of the narrative.

c. Unanotated bibliographies.

d. Color and-or special type styles used for show and not as a device to increase the text's teachability.

6. It teaches reasoning and not mainly memorization. Remember one learns to reason not merely by being told how, but by actual experience in a variety of different situations. The following are illustrations of how reasoning may be taught.

How to think about problems (the problems approach)-- Bach

Reasoning questions introduced within (rather than end) the chapter -- Alchian-Allen, Chalmers-Leonard, Spencer

Case studies for learning to reason -- Spencer, Bach

End of chapter thought questions instead of summaries --Pfouts

Texts I would avoid--

a. Texts laden with memorization crutches such as chapter outlines, concept lists, fact questions, chapter glossaries, numbered summaries, italicized definitions

b. Texts stressing problems which do not employ a problems approach organization of material recurrently with problems.

c. Texts that claim to teach one to"reason like an economist" but actually have no persistent application of and practice of the opportunity cost principle. Reasoning does not consist in memorizing tools!

7. It is student and learning oriented, not colleague and discipline oriented. The author has sought to learn from and apply modern theory of how students learn. He is not infected with the "anti-educationist" or "anti-student" biases so common among academics. Positive examples are--

Explicit application of modern learning theory to text design -- Bach

Explicit behavioral goals used in text construction -- Sterling Inst.

Methodological discussion after analysis & not as an introduction to it -- Pfouts, Chalmers-Leonard

Authors' and Students' notes to students before each chapter -- Gordon-Dawson

Format (including type styles, color, page design) facilitating learning -- Samuelson, McConnell

Numerous applications of interest to students -- Alchian-Allen, Rogers, Silk

Student actual involvement in model building -- Chalmers-Leonard, Hough in "near-texts"

Informal literary style -- Rogers, Giesbrecht

Text organized into few units of teachable length --Suits

Special questions for students wanting a more quantitative emphasis-- Samuelson, McConnell (a supplement)

Unit self-grading tests (rather than only chapter oriented questions) Lynn, Silk

Use of teaching cartoons -- Sanborn

Disavows aim of producing professional economists -- Kohler

Texts to avoid or be careful of---

a. Ones stressing their rigor. The theory of mental discipline and transfer of training was disproved (or greatly modified) seventy-five years ago, yet it persists in economics teaching as an excuse for failures to relate to students.

b. Texts whose main claim is coverage of the discipline or preparing students to go on to be professional economists. Unless an author considers seriously what the non-economist should learn, he misses the whole point of the introductory course.

8. It is selective, not comprehensive. "Economics encyclopedias" persist in spite of the recurrent recommendation against them by teaching economists over the last twenty-five years. The following are current texts that are selective.

By focus primarily on economic theory -- Brehm, Pfouts

By minimizing historical and institutional material and explicitly leaving to the instructor topics better covered orally or by other readings -- Orr-Savage

By focus on theory and only the most basic part of it -- Sowell, Heller

By focus on history and history of thought -- Giesbrecht, Harter

By a relatively succinct coverage of usual topics -- Peterson, Gill, Lynn

By focus on choice -- Rogers (Choice0, Nickson (& eliminating micro)

By designing a book to be used with supplementary readings including newspapers -- Suits

By focus on the most elementary & basics of economic organization-- Sanborn

Texts to avoid---

a. Books by authors who simply will not decide upon clear principles for selectivity. e.g. who seek merely to cover the traditional topics briefly or superficially.

b. Large comprehensive books that will not adhere to clear explicit principles of selection (even 1000 pages is not enough for a real economics encyclopedia for the general reader).

9. Its author has demonstrated an active and continuing interest in economic education, including the educational role of economists broadly conceived.

Important and influential leaders of the economic education movement -- Bach, Gordon-Dawson, Samuelson

Frequent writers for the general public (thus involved in adult economic education) -- Silk, Dale, Samuelson, Heilbroner, Fusfeld

Authors to avoid--

a. Ones who are not or have not recently actually been engaged in teaching elementary economics. When a senior or research oriented economist opts out of elementary teaching he reveals his true values and interests.

10. It practices what it teaches. It demonstrates the economic principles it preaches.

By keeping its price relatively low -- Paperbacks = Giesbrecht, Rogers (Choice), Sanborn; hardcover = Brehm, Sowell (see also Table 3 on p. 5 above)

Printed on recycled paper -- Solmon

Publishes paperback alternatives to its hardcover text -- Heilbroner

Less frequent revisions by longer revision cycles -- see p. 7 above

Planned reduce need for costly supplementary materials -- Achian-Allen, Chalmers-Leonard.

Additional Ideas from Current Texts

A monthly newsletter, a new supplementary teaching aid that has promise as a way to keep the text up-to-date and to relate it explicitly to ongoing economic events. -- free to users of text-- Solmon, Heilbroner

Continuous revision -- The Spencer text is to be kept current by annually updating the statistics in about 30 key graphs and tables, by introducing new "Viewpoint" essays on current economic events, and by adding case problems on most recent issues. Rogers-Principles, with its many booklets, is to be under constant revision as needed. On the other hand one might ask why a text should not remain unchanged but teach the student to use the current sources of up-to-date data and economics discussion which are available in libraries generally.

No end-of-chapter appendices. McConnell is the one very long text which has broken with the current practice of proliferating appendices. I think the growing practice of appendices needs to be appraised critically. Many appendices are really not a integral part of a text's cumulative message. When used for more advanced materials for prospective majors, they raise the question of whether this is the most economical way and best way to serve a very few students. When used to "show off" to or win the favor of professional economists, they are indefensible. For texts with or without appendices see p. 17 above.

Stress upon social goals and their relations to economic policy-- Fusfeld and Wykstra deal with social goals throughout. Nichols-Reynolds are particularly strong on efficiency and equity. Sanborn, reflecting the Chicago School social philosophy, is concerned with freedom as well as efficiency and equity. Generally the Social Philosophic and Historical texts have these concerns.

"Chain reactions", i.e. chains of causation expressed in algebraic symbol. Orr-Savage make frequent uses of these, the idea being that they are much shorter and much clearer than words to teach the relationships among several economic variables.

A humanistic and literary perspective on economics.-Giesbrecht. Some of the most read and influential writings by economists are impressive in part due to the breadth of knowledge of their authors and their literary style. For example works by Tawney, Weber. On the other hand such breadth sometimes is more a work of display than a serious effort at communication.

More chapters and shorter chapters. One problem in teaching is to have chapters or assignment units of a length so that they fit the time available for discussion. Some materials call for much discussion; other are better left to the student. Nichols-Reynolds consists entirely of many very short chapters. In it succinctness is a virtue. Generally each chapter is a discussable unit.

Ideas Still to be Developed

Enough for the recent past and present! Let us dream imaginatively about possibilities for the future. Are there ideas not yet developed in current texts which might shape a future text you could create? My aim is not to convince you but to move you. Here are suggestions for new kinds of texts. What are yours/

A book which unashamedly uses a personal economics variant of the institutional approach. It would be built around roles of students as consumers, as producers, as voters, as opinion leaders and followers, and as interested observers. Beginning with where student interests are (e.g. in buying, in the job market, in vocational alternatives, in the stock market, in the pricing of athletes, etc.) the text would move outward through many of the usual economics topics, but always seeking to relate them to the roles of students.

A thoroughly problems oriented text. Since the demise of texts by Oxenfeld (published in 1959) and Fels (1966), no book has been organized fully around problems. A problems approach requires a series of problems as the major theme and the organization of materials on each problem explicitly in terms of the steps in problem solving. Analysis is introduced in a supporting role, not in the central role.

A text experimenting with a new superdisciplinary approach. Actually all of the above defined approaches except the Analytic are superdisciplary, i.e. they transcend the discipline of economics as a positive science. But a little imaginative thought will reveal other interesting possibilities. For example a personal-socio-ecomomic approach, one which feels to understand the economy one should understand its impact on himself, his values, his vote, his behavior, his social philosophy. Marx, Commons, Ayers, and Gambs as well as many others have shown the way.

A text similar to some of the above but focusing on concrete roles students will (or may) play in relation to economics. Current texts are usually to prepare for one role, i.e. to be or to think like an economist. Why not such roles as economic journalism (theach them to write), teaching (perhaps some economic educational philosophy), business leadership (businessmen are expected to be authorities on the economy), politics (include some of the great cases of economic statemanship), labor leadership or followership, consumer, President (or his advisor), etc?

A text designed to supplement and provide analytical and/or historical and institutional background to current materials. Usually the text provides the core. Why not make a good periodical or newspaper or current readings volume (such as the Dushkin volume listed under near-texts) the core. This "text" would consist of a series of short self-contained units which could be read whenever appropriate and needed for background and depth. The Wall Street Journal, Business Week, Fortune, New York Times, Newsweek, or U.S. News are examples of good texts to be so supplemented.

A modern "classic", i.e. a well written economics book for the general reader which deals vitally with persistent economic issues and institutions and not merely with transient current matters. Great texts (eg. by Smith, Mill, Marshall) even today are relevant. Perhaps a reason is that they were not written as texts but as serious efforts to communicate to the general reader.

A serialized text. Instead of a single volume, a text might be issued serially like a periodical. It could be multi-media (including perhaps a monthly journal, audio and video tapes, examinations, workbook exercises, current charts, etc.). It should relate economics to current issues and to current economic research findings. This new style "text" might well be the product of an innovative elementary economics staff.

A text which seriously tries to activate student interest in the economics of his own environment. Thus it will seek to interest him in the best periodicals for the general reader, in economics in T.V. news or interview shows, in current and recent non fiction and fiction relating to economic problems, in current economists who are important opinion leaders, economic journalists, political leaders, or economic advisors.

A text whose author has looked critically at the "conventional wisdom" we have inherited on how to write economics texts. Are these customary patterns still useful and effective, or are they useless or harmful cultural residues from our past? Here are a few bits of our conventional wisdom I question. Don't agree too readily with me. Be your own iconclast.

a) The usual first chapter includes the definition of economics and discussions of scope-method. Yes, logically that is where it probably belongs. But educationally I wonder. If such discussion is important (this could be questioned) is it not better after the study of economics rather than as its preface? Indeed in the history of economic thought, thinking about methodology has followed practice.

b) Most texts stress formal definitions of terms (through italicized definitions, glossaries, concept lists). Actually a concept can be understood without ever formally defining it. Present texts may be imparting knowledge (or the illusion of knowledge) without understanding. Perhaps we should stop this stress on definition.

c) Intra-chapter repetition is being carried to meaningless extremes (unless your only aim is memorization). Frequently key points are listed at the beginning, are stressed by special type in the middle, are repeated in the chapter summary, are parroted in the workbook, and then hardly used again until listed in the index. Such repetition may facilitate memorization. But understanding is served not by such memorization, but by varied applications of knowledge throughout the book.

d)The very title, Principles, is a misnomer for most texts. Originally it was believed that economics consisted of a set of rules or principles to learn and use. Only a few texts today really confine themseves to a few basic principles and then in different contexts teach students to use them. I doubt that the term has any meaning to non-economists, either before or after studying economic principles.

e) Traditionally economists (following Marshall) write their texts and teach their classes in three languages,-- prose, geometry, and algebra. I wonder if these really tend to reenforce one another or whether the most economical use of time is to teach in the one language each particular student is best able to understand.

f) Our traditional taxanomies need reevaluated for their usefulness in teaching (e.g. macro-micro, production-distribution, static-dybamic). They were developed for scholarly purposes. Without critically appraising them for teaching purposes they have taken over our texts. An example of a classification developed for teaching is the functions of economies (What shall be produced, how, etc?)

PART III

ECONOMICS TEXTBOOK PROFILES

The Economics Textbook Profiles are to provide a one-page summary of important objective characteristics of each of the 41 texts published from 1970-72. Hopefully each profile will give a clear preliminary picture of each text, its author, his goals, and its unusual features. They provide the basis for the comparative tables in Part I above and for the evaluative judgments in Part II.

Because of their identical formats, you should be able to compare the several texts in which you are particularly interested. Relevant questions were raised in the boxed sections of Part I and by the ten "Guidelines" for evaluating future texts in Part II. The common format used is the following:

Citation

AUTHOR, Title. Edition (other than first). Publisher & Address. Year of Publication. Pages of text + appendices + number of index items. Approximate length in words. Revision cycle (if established). Recency of Data. List Price. "Paper" if a paperback.

Content & Organization

Approach & stress. Degree of rigor, Introduction, organization and sequence, concluding emphasis.

Aims

The text's approach, objectives, and uniquenesses in the author's own words.

Product Differentiations

The book's uniquenesses, i.e. ways in which it seeks to be different from or better than other books or ways in which it may have developed possibly unplanned differences.

CONTENT ANALYSIS -- Page content of text divided roughly in terms of whether a chapter or major segment is mainly theory, problems, or descriptive of institutions or sectors. Each category is then further subdivided in terms of the major subjects of economics. Where major sections deal with contemporary problems other than monopoly, instability, growth, development, or equity of income distribution, these problems are indicated.

CONTENT PROFILE -- This is a graphic representation of a book's profile, with its content "plotted" against a common horizontal scale of length in words and a vertical classification of content in terms of theory, problems, and institutions. The unit organization (if any) and sequence are shown.

Teaching Aids

Number of chapters (their average length & range of length); figures & tables; number & type of end-of-chapter questions if any; bibliographies; summaries; flexible or cumulative construction; 1 or 2 semesters; student workbook; teacher's manual; readings volume, and other aids. Where developed

Author's Background

Present school (years there); degrees & place; fields of specialization; publications & research,-- all as shown in the AEA 1969 Handbook.

Date the Profile was Prepared

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (2 sem.) — Stress on Application & Interpretation

ALCHIAN, Armen A. & William R. ALLEN. University Economics: Elements of Inquiry. 3rd ed. Wadsworth Publ. Co., Inc. Belmont, Calif. 94002. 1972. 808pp. + 34pp answers to end-of-chapter questions + 1200 item index. 450,000 words. Data thru 1970. Prior eds. 1964 & '67. $12.95

Content & Organization

Analytical approach with stress on application of economic analysis & interpretation by the student. Very rigorous. No unit organization. The text begins with a chapter in which the authors prepare the student by showing how quantitative relationships may be interpreted. Then over its first 500pp the text centers on microeconomics with very numerous applications. A 200pp macro section follows, beginning and ending with the problem of economic instability and including a macroeconomic model of the economy and monetary and fiscal institutions and policy. The volume concludes with 75pp on international trade.

Aims

The authors' stated objectives = "This book is an introductory exposition of economic analysis, with emphasis on its usefulness and validity. Students can easily learn the concepts and theorems, but application to real events and to their interpretation is difficult to master....To provide analytical competence, this text emphasizes the application of the basic theorems."

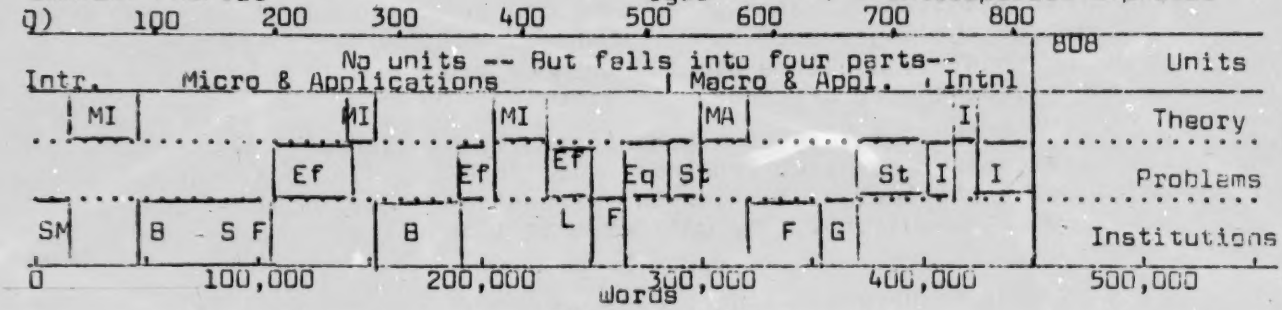
Product Differentiations

The book's uniquenesses = Its clear and persistent focus on economic analysis using problems and institutional materials to validate and to make meaningful and useful the theory. To actively involve students in using analysis it incorporates numerous thought questions within the chapters themselves. Answers to many are in the text appendix. Unusual stress on microanalysis. Growth integrated within the whole volume rather than a separate chapter. One of the highest priced texts (but end-of-chapter questions may make workbook unnecessary.

CONTENT ANALYSIS (pages per major subject-matter area & guide to profile symbols

Theory		Problems		Institutions or Sectors			
MI=micro.....	150	Ef=effieiency..	67	A=agriculture..	4	I=international.	84
MA=macro.....	55	St=stability...	68	B=business.....	53	L=labor.....	50
SM=scope-meth.	35	Gr=growth.....	+	C=consumers....	5	S=ec.systems....	5
HT=hist. thry.	+	Dv=development.		F=financial....	73	H=ec.history....	
		Eq=equity.....	26	G=government...	42		

CONTENT PROFILE — pages — + = interspersed emphasis



Teaching Aids

39 chapters (averaging 20pp long, ranging from 7-30pp); 114 figures & 91 tables; 4-36 thought & problem type questions after each chapter (includes citation to relevant questions at appropriate point in chapter & answers to key questions in back of book); list of key ideas after each chapter; cumulative construction; 2 or 1 sem.;workbook & manual. Dev. at UCLA

Authors' background

Alchian = UCLA (1946-); B.A.& Ph.D. Stanford;Fields=Gen.Ec., Monet-Fiscal.
Allen = Texas A&M; A.B.Cornell Col.,PhD Duke; Fields=Intl, Gen., Mon-Fiscal.

Date of Profile = 11/72

College Level — ECONOMICS TEXTBOOK PROFILE — Problems Approach
Introductory Course (1-2 sem.) — Stress on Analysis & Pol. Econ.

BACH, George Leland. Economics: An Introduction to Analysis and Policy. Seventh Edition. Prentice-Hall Inc., Englewood Cliffs, N. J. 07632. 1971. 703 pp. + 8 pp. of mathematical appendices + 1500 item index. 450,000 words (390,000 in text + 60,000 in 30 appendices over 75 pp.) $10.95 Statistics thru 1969 or 1970. Revision cycle = every three years.

Content & Organization

Problems approach with stress on analysis (moderately rigorous, very rigorous appendices) and political economy. Introduced by a 44pp preview of current problems, of economics and economic reasoning, and of economic organization. Parts 2, 3, & 4 (510pp) follow the usual principles outline but analysis is always taught in the context of problems. In the final three parts (150pp) the major themes of the book (esp. political economy, ec. probs. & goals, & socio-econ. organizations) are reviewed. Finally they are focussed on change.

Aims.

Author's stated objectives= "This is, frankly and enthusiastically, a book on political economy. It is a book on economic theory, but equally a book on how students can use economic theory in thinking about complex problems for themselves." "... to help students acquire ... an orderly, objective way of thinking about economic problems." "It stresses 'National Goals and Priorities' ... in keeping with today's student interests."

Product Differentiations

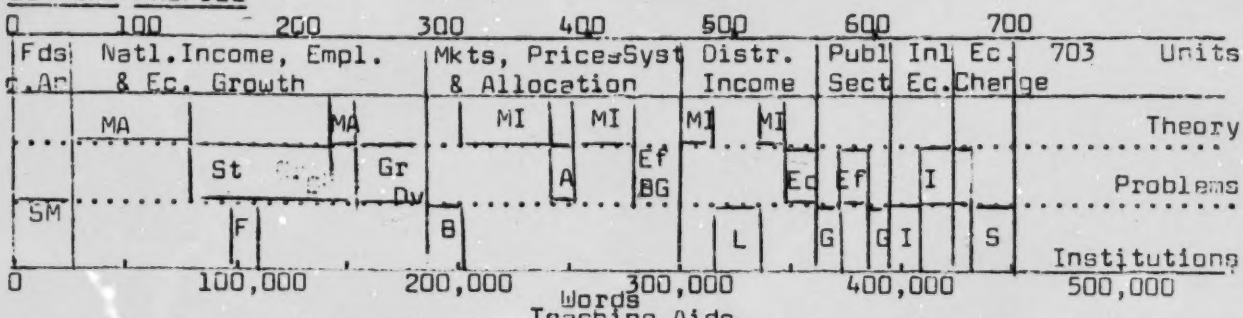
The book's uniquenesses= Its stress on how to think about economic problems. Its explicit effort to apply modern learning theory to economics teaching (e.g. motivation through real problems, use of explicit objectives, & planned repetition of key concepts & principles). The author and his collaborators in developing teaching aids have been key leaders in the economic education movement. Numerous appendices. Well annotated unit bibliographies on current resear

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro.....127	Ef=efficiency.. 17	A=agriculture.. 13	I=international.52
MA=macro.....100	St=stability... 85	B=business..... 15	L=labor.....16
SM=scope-meth. 10	Gr=growth..... 40	C=consumers.... +	S=ec. systems...33
HT=hist. thry. +	Dv=development. 30	F=financial.... 20	H=ec. history...
	Eq=equity..... 42	G=government... 50	

Other problems= Pollution & Environ. (10pp); Black Ec. Dev. (5); Draft (4); Urban Crisis (2); Economics of Change (5); Military-Industrial Complex (7)

CONTENT PROFILE



Teaching Aids

45 chapters (averaging 16pp long, ranging from 5-25pp); 153 figures & 78 tables; 5-10 problem type questions & a concept list at end of chapters; bibliographical appendices on current research; 26 chapter appendices + 4 mathematical appendices; highly flexible in sequence; workbook (Joseph et al $), Teachers' Manual & Question Bank (free), programmed texts (Lumsden & Attiyeh), transparencies of major charts in text. Developed at Carnegie.

Author's Background

Author= Stanford (1966-), Carnegie (1946-66); A.B.(Grinnell), PhD (Chicago Fields=Money-Bkg, Bus. Fluct.,Thry; Res= Macro-ec. policy-making; Chrm. AEA Comm. on Ec. Educ. & Board of Joint Council Ec. Ed. Date of Profile = 4/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach
Introductory Course (1 sem.) — Stress on Applications of Theory

BIVEN, W. Carl. An Introduction to Economics. Chas. E. Merrill Publ. Co., 1300 Alum Creek Drive, Columbus, Ohio 43216. 1970. 377pp. + 163 item glossary + 600 item index. 150,000 words. Data thru 1968. $9.00

Content & Organization

Analytical approach confined to the more elementary & basic theory and with stress on the application of theory (esp. as related to the business firm and businessman). Moderately rigorous. Part I begins with a laudatory overview of the American economy and its growth followed by chapters on scope-method and economic organization. Part II concerns macroeconomic theory and problems. Part III is on the theory of the firm, ending with a chapter on how business firms actually set prices. Part IV deals very briefly with international finance and with the Soviet econo ic system.

Aims

The aut or's stated objectives = "Application, above all, must be given strong emphasis. . . . I have tried to avoid theory for theory's sake and to emphasize the application of analytical tools to practical problems." " I felt it important to give greater attenti n to macroeconomics which is more closely related to issues of national economic policy."

Product Differentiations

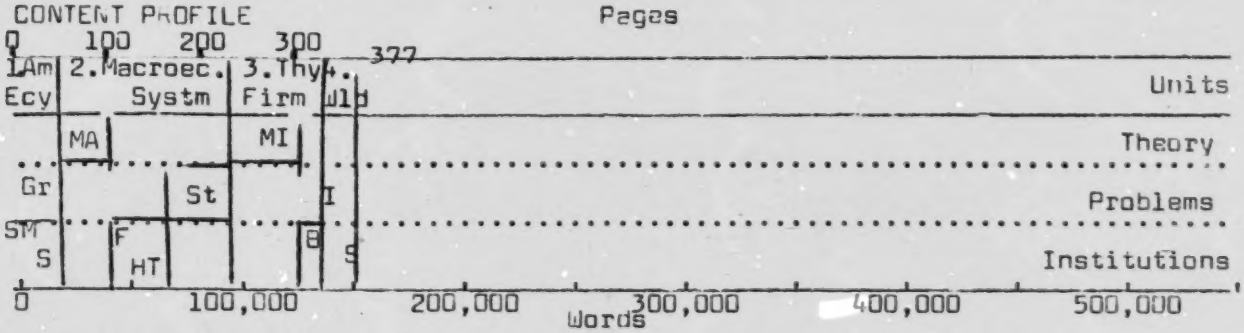
The book's uniguenesses = The product of a business school; thus the author seeks to relate to business and to business students' strong desire that theory be practical an relevant to their world. Instead of end-of-chapter summaries, the author uses a series of review questions. Includes history of economic thought.

CONTENT ANALYSIS (pp. per major subject-matter area & guide to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro..... 33	Ef=efficiency..20	A=agriculture.. +	I=international.26
MA=macro..... 92	St=stability...55	B=business..... 42	L=labor..... 4
SM=scope-meth. 18	Gr=growth..... 9	C=consumers.... +	S=ec.systems....35
HT=hist.thry.. 25	Dv=development.	F=financial.... 35	H=ec. History... +
	Eq=equity.....	G=government... +	

No distribution theory — + = interspersed emphasis

CONTENT PROFILE — Pages



Teaching Aids

19 chapters (averaging 19pp long, ranging from 10-28pp); 60 figures & 31 tables + 12 colored inserts on key terms or ideas; 2-16 largely factual review questions after each chapter; no bibliographies or chapter summaries; short italicized preface to each chapter ; cumulative construction; 1 sem. ; no workbook, teachers manual or readings volume; developed at School of Industrial Management, Georgia Institute of Technology.

Author's Background

Ga. Institute (1958-); B.A. (St. Marys), M.A. & PhD (St. Louis);Fields = Publ. Finance, Hist. Thought.

Date of Profile = 8/72

College Level ECONOMICS TEXTBOOK PROFILE Analytical Approach
Introductory Course (1-2 sem.) Stress on Econ. Organiz. & Pol. Ec.

BRANDIS, Royall. Principles of Economics. 2nd ed. Richard D. Irwin, Inc., Homewood, Ill. 60430. 1972. 851 pp. + 97 term Glossary + 2200 item index. 380,000 words. $10.95 Statistics thru 1968, 1969, or 1970. Revision cycle= four years.

Content & Organization

Analytical approach (quite rigorous) but relates analysis systematically and cumulatively to an understanding of socio-economic organization and political economy. The 115pp introductory unit clearly establishes the pattern for the book by focussing in turn on upon the overall nature of an economy and its problems, upon economic analysis as a tool to understand an economic system and finally upon U.S. economic history as a capstone for understanding the relevance of economics. Parts II, III, and IV deal with macro-economics; first theory, then description, and finally problems and policy. Parts V & VI focus similarly on micro-economic analaysis and policy. Ch. 35 and Parts VII & VIII integrate the entire volume by means of theory of general equilibruim, international trade, and the role of economics and government in the Russian & U.S. economic ststems.

Aims

Author's stated objectives = "introduce you to the orderly principles underlying economic activity and give you some intelligent basis for sharing in great economic decisions and conducting the economic side of your own life and activities." ""If we can ground our beginning students well in the elementary theoretical concepts of both micro and macro-economics, if we can help them see the implications of these ideas for social policy, if we can show them the role of value-judgments in policy decisions, then we should be able to rest content."

Product Differentiations

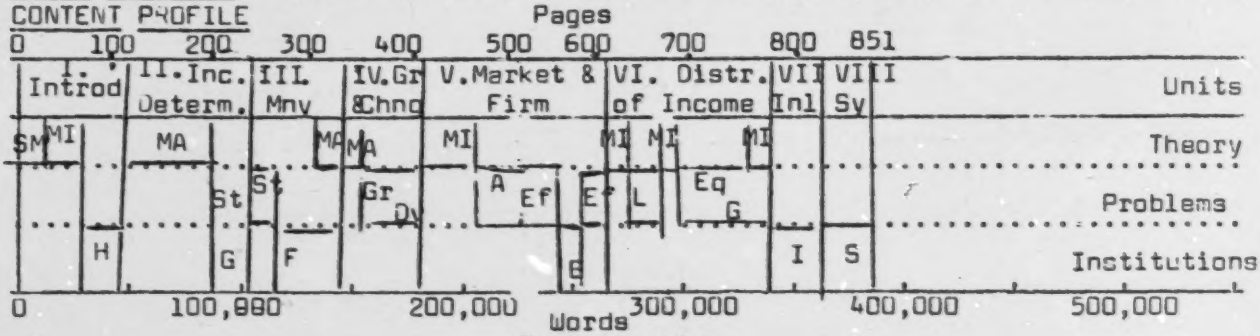
The book's uniquenesses= Its very effective cumulative construction. Its few central themes are repeatedly stressed in different contexts; in short unit introductions, in short topical (not substantive) summaries at the beginning and end of each chapter, in several pivotal chapters.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro	154	Ef=efficiency	45	A=agriculture	24	I=international	44
MA=macro	119	St=stability	30	B=business	65	L=labor	54
SM=scope-meth.	27	Gr=growth	32	C=consumers	+	S=ec. systems	32
HT=hist. thry.	+	Dv=development.	10	F=financial	51	H=ec. history	50
		Eq=equity	25	G=government	68		

Other problems= Population (33); Environment (30); Regional Ec. (26); Poverty (23.

CONTENT PROFILE



Teaching Aids

39 chapters (av. 20pplong, from 10-31pp); 138 figures many with supporting statistics & 57 tables; 4-8 thought questions/chapter; chapter summaries of key ideas (no concept lists)(no bibliographies); cumulative; 1 sem. or quar. course suggestions; workbook ($4.95); manual; readings vol. ($5.50); objective test battery; developed at U. of Illinois (Urbana)

Author's background

Author= U. of Ill.(1952-); A.B. (Richmond), M.A. & Ph.D (Duke); Fields= Gen. Ec., Mon-Fiscal; Ec. Ed.= see his phil. of ec. ed. in Knopf & Stauss, Teaching of Elem. Econ. 254-57. Date of Profile=6/72

00041

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (1-2 sems.) — Stress on Empirical Verification of Theories

BREHM, Carl. Introduction to Economics. Random House, Inc. 201 East 50th St., New York, N.Y. 10022. 1970. 198pp + 375 item index. 80,000 words. $6.95 Hardcover.

Content & Organization

Analytical approach with a particular stress on actual empirical verification of the economic theories taught. Quite rigorous. Introduced by two chapters focusing respectively on economics as a discipline and on the economy as a system. The bulk of the book (90pp) concerns the theory of resource allocation in a market economy and its empirical basis. Then follow three macroeconomic chapters (38pp) concerned with aggregate output and expenditures and with the relation thereto of the money supply. This very short book ends with discussion of the relations of theory to public policy and the role of the economist.

Aims

The author's stated objectives = "In sum, the important features of this text include the development of economic theory from basic postulates concerning human behavior and the technical conditions of production, a discussion of the investigative techniques used by economists to test their hypotheses, and the application of economic analysis to a broad range of problems whose common feature is the need to maximize returns from limited resources." "We want to help the student 'think like an economist' about economic issues."

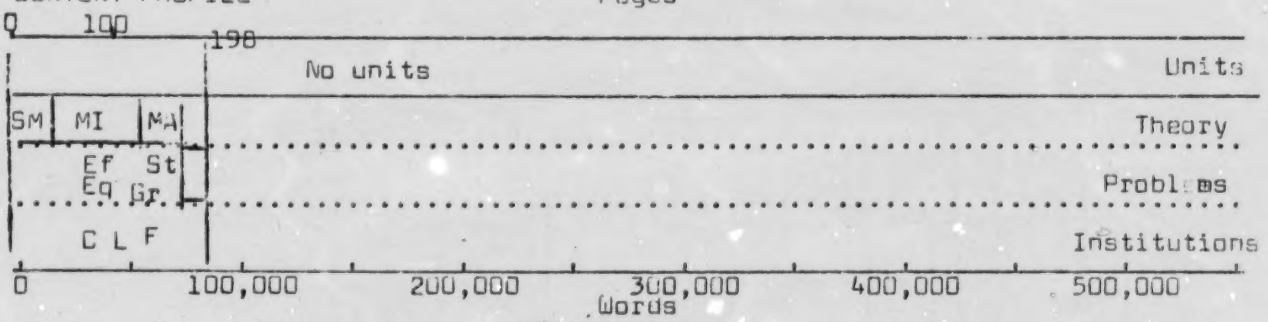
Product Differentiations

The book's uniquenesses = Differing from other texts, one explicitly designed to be used along with paperbacks. Thus it is the shortest introductory text. It includes very helpfully annotated highly selective bibliographies after each chapter. Its explicit stress on understanding the empirical bases of theory is unique. One of the lowest priced hardcover texts.

CONTENT ANALYSIS (pages per subject-matter area & guide to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro..... 67	Ef=efficiency..20	A=agriculture.. 4	I=international. 3
MA=macro..... 24	St=stability... 7	B=business.....20	L=labor..... 10
SM=scope-meth. 26	Gr=growth..... 9	C=consumers....20	S=ec.systems.... 2
HT=hist.thry..	Dv=development.	F=financial....13	H=ec. history...
	Eq=equity.....12	G=government...30	

CONTENT PROFILE — Pages



Teaching Aids

13 chapters (averaging 17 pp. long, ranging from 7-22 pp); 38 figures & 11 tables; no end-of-chapter questions or other aids except annotated selected reading list; highly cumulative construction though each chapter designed to be followed by selected readings; 1 or 2 sems.; no workbook or teacher's manual. Developed at Kenyon College.

Author's Background

Present school=Kenyon (1963-); B.A. (Drake), M.A. & Ph.D. (Ind.); Fields= Ind. Org., Gen. Thry & Thought, Welfare; Pubs.="Demand for Gen. Assistance Payments", AER, "Residential Construction"; Res.=Ec. Probs.Private Col.

Date of Profile = 8/72

00042

College Level — ECONOMICS TEXTBOOK PROFILE — Systems Approach

Introductory Course (1 sem.) — Stress on the Choices of Policy Makers

BROWN, Gary D. Survey of Economic Principles. Richard D. Irwin, Inc., Homewood Ill., 60430. 1972. 402pp. + 850 item index. Statistics thru 1970. 140,000 words. $8.95.

Content & Organization

Economic systems approach with stress upon policy makers' choices among alternative goals and strategies. Moderately rigorous chapters though one very rigorous appendix. Although no unit organization is used, the text falls roughly into three parts. The first 6 chapters (118pp) give an introduction to economics & the economy, including the role of government (i.e. ec. philosophy) & problems arisin from failures of the price mechanism (i.e. urban & environmental issues). The next 6 chapters (140pp) concern in sequence monetary-banking institutions, macrotheory, & related goals & problems. The final 6 chapters (140pp) focus again upon the economy as an organization, considering in sequence how it fulfills the five basic functions & economic problems related to each function.

Aims

The author's stated objectives = "This book deals with the topics that are normally covered in an introductory course in economics. Primarily it is intended for use in a one-semester survey course." "I have used the basic functions of an economic system as an 'integrating device." "The organization of this book may seem rather unconventional. . . but the sequence is based on what seems a logical order for the reader who has no economic background."

Product Differentiations

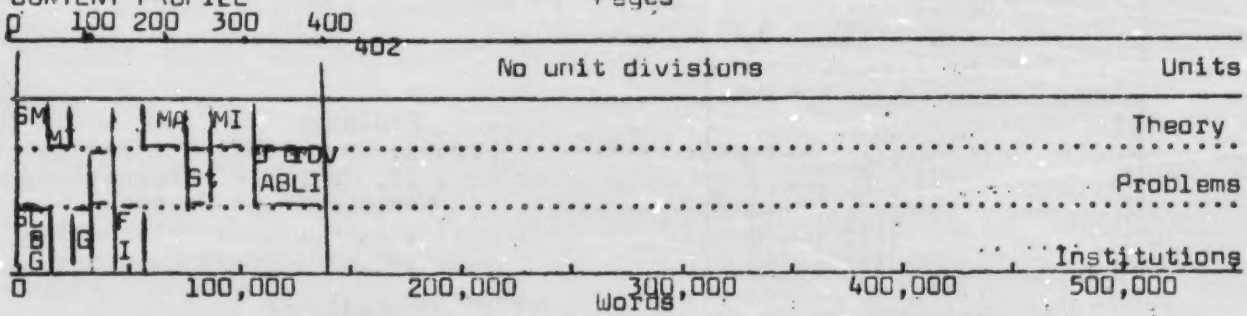
The book's uniquenesses = Extreme flexibility; each chapter a self-contained unit useable in any sequence. Its explicit concern with clearly stated policy goals and its emphasis on choices of policy makers. Chapter outline before each chapter. Algebraic model of economy in Appendix 10-A. Major statistical tables included and explained in 4 chapter appendices.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro.....	82	Ef=efficiency..	10	A=agriculture..	6	I=international.	25
MA=macro.....	54	St=stability...	31	B=business.....	5	L=labor.....	24
SM=scope-meth.	15	Gr=growth.....	11	C=consumers....	3	S=ec. systems...	22
HT=hist. thry.		Dv=development.	8	F=financial....41		H=ec. history...	
		Eq=equity.....	6	G=government...22			

Other problems= Urban & environment (20)

CONTENT PROFILE — Pages



Teaching Aids

18 chapters (averaging 22pp long, ranging from 14-30pp); 5 chapter appendices; 91 figures & 39 tables; 9-31 end-of-chapter study questions (mainly factual) glossary to terms & concepts of that chapter (not all glossary terms included in text index); complete chapter outline before chapter & summary at close; 1 semester course; teachers' manual but no workbook or readings vol.

Author's Background

No information in text. Not listed in AEA 1969 Directory. Teaches at Meramec Community College.

Date of Profile = 8/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical(Macro) Appr.

Introductory Course (1 sem.) — Stress on student participation in use of Quantitative Methods

CHALMERS, James A. & LEONARD, Fred H. Economic Principles: Macroeconomic Theory and Policy. Macmillan Co., 866 Third Ave., N.Y.,N.Y. 10022. 1971. 430pp + Data Appendix + Question Answers + 800 item index. 190,000 words. Data thru 1969. $6.95 (paperbound).

Content & Organization

Analytical approach (macro only) with stress on having the reader actually participate in using quantitative methods for model building & understanding. Very rigorous in parts. After a short prologue on the nature of an economy, Part I introduces the terminalogy, historical record, & the fundamental macroeconomic question,"What determines GNP, empl.,prices?" In Part II a macroeconomic model of the economy is built & tested. Part III (almost half the book) concerns policy, first problems of the relationship between employment & prices, then fiscal & monetary policy. Thus the model is used. In part IV macro analysis is further applied to the international sector and to the problem of growth.

Aims

The authors' stated objectives = "The fundamental claim for our text is that macroeconomic theory and policy can best be taught by building a model which analyzes the determination of GNP and policy formulation within the context of the U.S. economy." "Unlike most texts, we confront the student with these problems of constructing the model and evaluating the analysis." "The theme of our age in in the quantitative approach to economics."

Product Differentiations

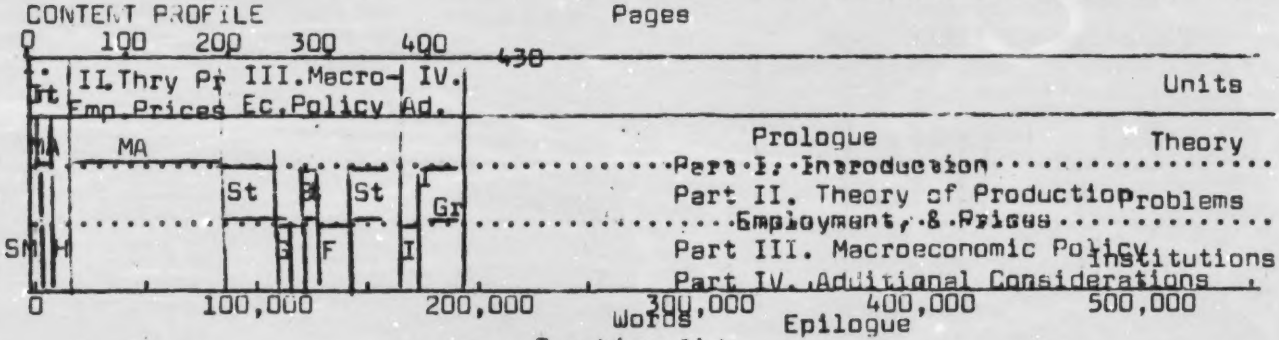
The book's uniquenesses = Its stress on quantitative methods & use of algebra. Its employment of what its authors call "participatory economics",i.e. having students partiticipate in model building. Problems are given at the best point within the text instead of at end of chapters (answers in back of book). Very effective use of prologue, introductions to Parts, italicised chapter introductions, summaries, & epilogue to unify & focus the text.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro.....		Ef=efficiency..		A=agriculture.		I=international.	35
MA=macro.....155		St=stability...	99	B=business....	+	L=labor.....	+
SM=scope-meth.	+	Gr=growth.....	10	C=consumers...	+	S=ec.systems....	5
HT=hist.thry...	+	Dv=development.		F=financial...	45	H=ec. history...	20
		Eq=equity.....		G=government..	43		

+ = interspersed emphasis

CONTENT PROFILE — Pages



Teaching Aids

23 chapters (averaging 19pp long, ranging from 3-37pp); 84 figures & 46 tables; 0-12 problem & thought questions within (not at end) of each chapter with answers in appendix to book; Introductions to Parts & chapters; chapter summaries; cumulative; Data Appendix & Key to symbols; 1 sem. macro course; teacher's manual; no workbook (problems in text serve) nor reading vol.

Authors' Background

Chalmers= Amherst (1966-); B.A. (Wyoming), PhD (Mich);Fields=Monetary-Fiscal theory, gen thry, ec.statistics;Pubs="Ec.Stabilizers in a Small Econometric Model". Leonard= Smith (PhD)(Mich) Further data not in AEA Directory.

Date of profile= 8/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (1-2 sem.) — Stress on Public Economic Policy

ECKAUS, Richard S. Basic Economics. Little, Brown & Co., 34 Beacon Street, Boston, Mass., 02106. 1972. 800pp + 1200 item index. 375,000 words. $10.95 Statistics thru 1970.

Analytical approach (moderately rigorous chapters & 9 quite rigorous appendices) with stress on how economists think (especially use of models) and on public policy. A 172pp introduction to the key themes of the book;--ec. organization, ec. models, micro-theory, the public economic sector, & macro-economic measurement. There follows a 200pp unit on macroeconomic & monetary models applied to the problem of full employment and price stability. Next is a 185pp micro economic unit ending with problems of monopoly. Then follow two shorter units on distribution of income and international trade. The book ends on a very short unit on growth & development models and problems. Current problems are introduced within the theory units rather than in a later section.

Aims

The author's stated objectives ="It emphasizes the explanation of economic analysis and the application of that analysis to understand the role of private markets and the functions of the public sector. Special attention is given to the areas in which public policy and private markets are closely intertwined." "... to bring the style and approach of the professional economist into the first course....by constructing models."

Product Differentiations

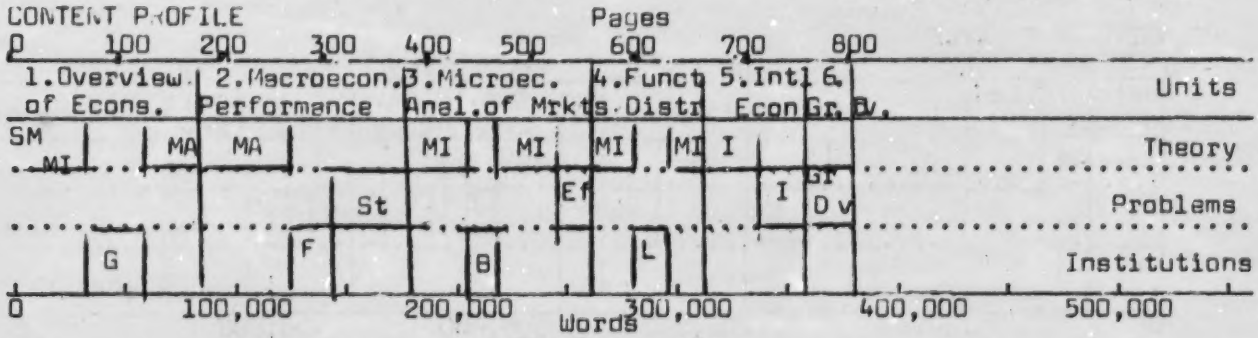
The book's uniquenesses = Its explicit and repeated use of models as a special tool of economists. Its incorporation of current problems within the theory sections rather than in a separate later unit. Its recurrent emphasis on the public sector and on interdependence. Exactly eight thought questions & 8 key concepts at end of each chapter (this has forced the author to include only what he considers to be the most important items). Long overview. Most numerous figures & tables. No comparative system section.

CONTENT ANALYSIS (pages per subject-matter area and guide to profile symbols)

Theory	Problems	Institutions or Sectors
MI=micro.....172	Ef=efficiency.. 52	A=agriculture.. + I=intern tional. 95
MA=macro.....138	St=stability... 82	B=business..... + L=labor..... 26
SM=scope-meth. 30	Gr=growth..... 20	C=consumers.... + S=ec. systems...
HT=hist. thry. +	Dv=development. 21	F=financial....40 H=ec. history...
	Eq=equity..... +	G=government...39

+ = Intersperced emphasis

CONTENT PROFILE



Teaching Aids

38 chapters (averaging 21pp long, ranging from 12-29pp) incl. 9 end-of-chapter appendices; 262 figures & 129 tables; 8 discussion & review questions and 8 concepts at end of each chapter; unit previews and chapter summaries; flexible; 2 one-sem. course proposals;,workbook ($3.95); teacher's manual; readings ($5.95). Developed at M.I.T.

Author's Background

M.I.T. (1962-); B.S. (Iowa State); M.A. (Wash.U.); Ph.D. (M.I.T.);Fields Ec. Grth & Dev., Ec. of Techn. Change; Pubs.=Planning for Growth; Res.= Ec. of Educ.

Date of Profile = 7/72

College Level ECONOMICS TEXTBOOK PROFILE Social Philosophic Approach
Introductory Course (1-2 sem.) Stress on a New Micro-macro ec. synthesis

FUSFELD, Daniel R. Economics. D.C. Heath & Co., 125 Spring St., Lexington, Mass. 02173. 1972. 919 pp. + 2000 item index. 450,000 words. $ Statistics thru 1970. $10.95

Content & Organization

A social philosophic approach because of its emphasis on social goals & economic philosophy but with stress on the author's "new synthesis" of theory of growth, output, & allocation. The volume is introduced by an overview of this approach. The remainder of the first half of the volume develops its three parts in a cumulative manner; 1) the growth process, 2) the level of output, and 3) the allocation of resources. Part V and the second half of the book focus on welfare-maximization; first in a competive economy, then under socialism, next under monopoly, and finally through the public economy. The scope of welfare and the "new synthesis is then broadened to the internati.nal economy. The volume concludes with an epilogue in which the whole is reviewed and focused upon economic goals for the future.

Aims

Author's stated objectives= "The approach taken in this book is an amalgam of theoretical analysis based on an empirical and descriptive reality that is directed toward large questions of policy and social goals." "One aim of this book is to bring those concerns / we should have toward fundamental goals and human values / once more into the heart of economics."

Product Differentiations

The book's uniquenesses= Its stress on the importance of serious consideration of broad social goals. Ends (values) are not taken as given but as objects for study. The systematic and cumulative way in which its three economic-analytical themes --growth, output, & allocation -- and its normative foci -- choice, welfare, freedom, & equity -- are developed, especially in unit introductions and chapter and final summaries.

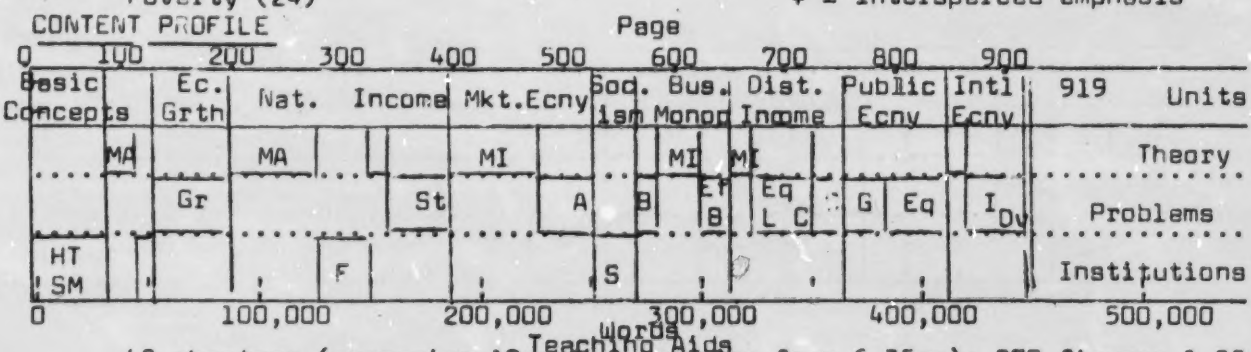
CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro.....140	Ef=efficiency.. 50	A=agriculture.. 28	I=international.48
MA=macro.....125	St=stability... 66	B=business..... 19	L=labor.....26
SM=scope-meth. +	Gr=growth..... 88	C=consumers.... +	S=ec. systems...45
HT=hist. thry. 10	Dv=development. 24	F=financial.... 63	H=ec. history...
	Eq=equity..... 60	G=government... 38	

Other problems= War & Defense (15pp); Cities (21); Natural Environment (21); Poverty (24)

+ = intersperced emphasis

CONTENT PROFILE



Teaching Aids

48 chapters (averaging 19pp long, ranging from 6-35pp); 270 figures & 88 tables; no end-of-chapter questions or bibliography; key concept lists & definition; unit introductions & chapter summaries; highly cumulative; Study Guide (by MacPhee) $3.95; Instructor's manual; no readings volume or programed text.

Author's Background

Author= U. of Michigan (1960-); B.A. (G.Wash.U); M.A. & Ph.D. (Colum.); Fields= Hist. Thot, Ec. Hist; Urban Ec.; Manpower; Publ.= The Age of the Economist, Ec. Thot of F.D. Roosevelt. For his ec. educ. philosophy see Saturday Review, Jan. 22, 1972. Research= Ec. of urb n & racial crises, Military-Industrial Complex.

Date of Profile = 4/72

College Level — ECONOMICS TEXTBOOK PROFILE — Historical Approach

Introductory Course (1 sem.) — Stress on Ec. History & Hist. Ec. Thry

GIESBRECHT, Martin Gerhard. The Evolution of Economic Society. W.H.Freeman & Co., 660 Market Street, San Francisco, Cal. 94104. 1972. 335pp. + 1400 item index. 110,000 words. $3.95 (paperbound)

Content & Organization

Historical approach introducing economic analysis and current problems by means of a chronological account of the development of economic institutions and economic thought. Moderately rigorous. The volume begins with a paleontological look at man's origins and a scientist's look at paleontology. The first two chapters carry man's economic development to the 18th century. Chs. 3-6 continue man's economic history and show the emergence of economic science. Chs. 7-10 concern the modern period, both the development of economies & the development of economics. Thus thru economic history and the history of economics the student is introduced to economic theory, macro & micro, and to modern problems.

Aims

The author's stated objectives = "...the book deals both with what actually has gone on economically and what economists said about what went on." "...a portrayal of economics as an integral part of human experience." "I hope the reader will be inflected with a feeling for the brillance of economic science's intellectual discipline, the broad reach of its relevance to humanity, and its philosuphic profundity."

Product Differentiations

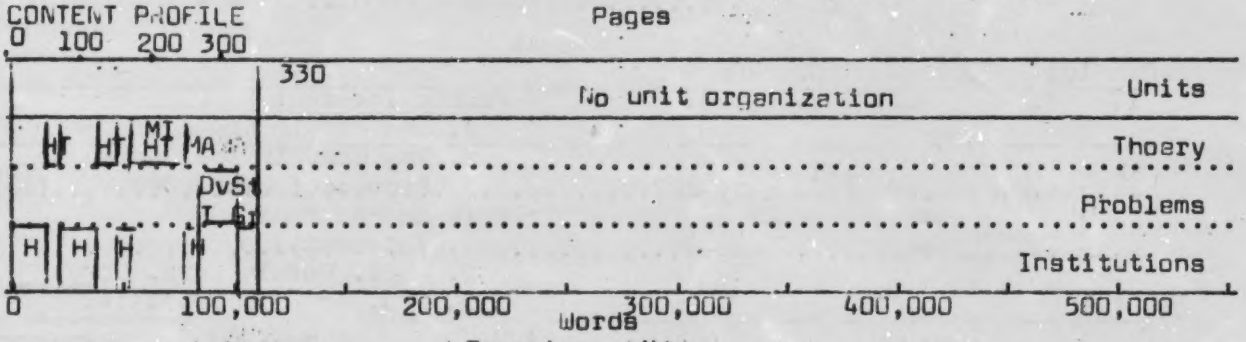
The book's uniquenesses = Its breadth of scope: it combines humanistic and literary knowledge with an emphasis on the importance of science. Its focus: teaching economics by means of history of thought and institutions. Its informal personal style: the author opening seeks to win converts to economic science. The very low price of the volume. Unusually complete index.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro.....52	Ef=efficiency.. +	A=agriculture. +	I=international.. 3
MA=macro.....15	St=stability... 20	B=business.... +	L=labor..... +
SM=scope-math. +	Gr=growth..... +	C=consumers... +	S=ec.systems..... +
HT=hist.thry..39	Dv=development. 14	F=financial...15	H=ec. history....164
	Eq=equity..... +	G=government.. +	

+ = interesperced emphasis

CONTENT PROFILE



Teaching Aids

11 chapters (averaging 30 pp long, ranging from 10-51pp); 27 figures & 9 tables; no end-of-chapter aids; last chapter (#11) on "Further Study" includes an annotated bibliography & suggestions for observing economic phenomena around one; cumulative construction; 1 semester course; No workbook, teacher's manual or readings volume. Developed at Wilmington College (Ohio).

Author's Background

At Wilmington College (1958-); B.A. (Rutgers), PhD Equivalent (Munich); Fields=hist. thought, ec. hist, statistics, ec. systems. Pubs="The Decision System & Collective Problems"; Res= Indeterminate Ec. Systems.

Date of Profile = 8/72

College Level ECONOMICS TEXTBOOK PROFILE Social Philosophic Appr.
Introductory Course (1 or 2 sems.) Stress on Economic Analysis

GILL, Richard T. Economics and the Public Interest. 2nd ed. 1972. Economics and the Private Interest. 1970. Goodyear Publ. Co. inc. 15115 Sunset Blvd., Pacific Palisades, Cal. 90272. (two volumes) 280+265pp. + reading suggestions + 1400+700 item indices. 110,000 + 100,000 words. $4.95 per Vol.(paper)

Content & Organization

Social philosophic approach (emphasizing relationships between the individual, state, and public and private interests or goals) with stress on econ. analysis. Quite rigorous. The theme of whether the public or private sector should be expanded runs thru both books. Each volume falls into three parts; introductory chapters posing the problem, an analytical section (largely micro in the first and fully micro in the second), and a current problems section. The Public Interest begins with the economic problem of scarcity and how market, command, and mixed private-public sector economies cope with it. Private Interest uses micro theory and related problems to explore how private interest may or may not be organized to serve public social and economic welfare

Aims

The author's stated objectives = "I have tried...to locate those issues of public concern on which economic analysis has the most direct and immediate bearing." "...for interested citizens who wish a general introduction to economic analysis." "...built around the fundamental question of the relation of private interest to social and economic welfare."

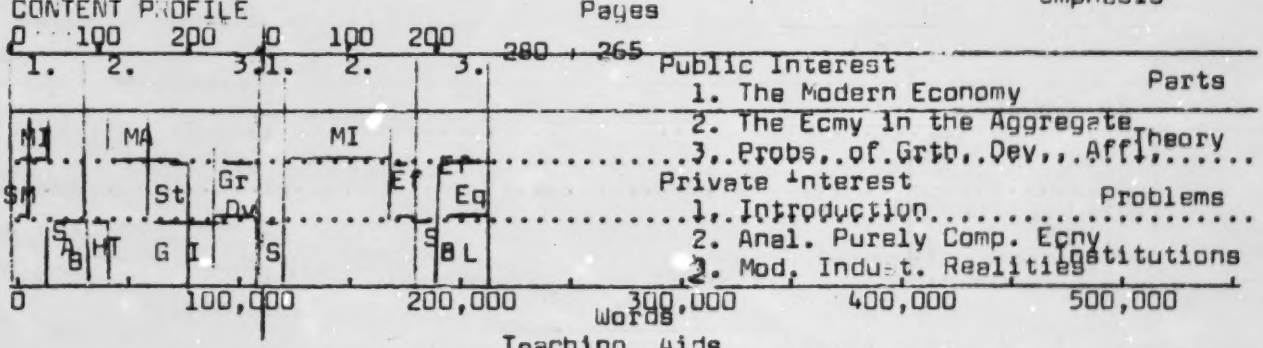
Product Differentiations

The book's uniquenesses = Its persistent focus on the political-economic problem of citizens, i.e. whether our economy should expand the public or private sectors,-- on relations of public and private interest, but doing so without adhereing to an explicit economic philosophy. A uniquely Harvard product (thus from one of the most prestigious and selective colleges); a completely Harvard educated author teaching Harvard elementary students.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors
MI=micro.....154	Ef=efficiency.. 40	A=agriculture. 5 I=international.19
MA=macro..... 48	St=stability... 15	B=business.... 13 L=labor.....11
SM=scope-meth. 14	Gr=growth..... 36	C=consumers... 4+ S=ec.systems....45
HT=hist.thry.. 12+	Dv=development. 21	F=financial... 21 H=ec.history.... 5+
	Eq=equity..... 11	G=government.. 34 + = intersperced emphasis

CONTENT PROFILE



Teaching Aids

16 + 11 chaps.(av. 20pp long, ranging from 12-32pp); 59 + 55 figs. & 11 + 7 tables; at end of each chapter a summary, 4-8 discussion questions, & in Pub. Int. only unannotated suggested reading lists; each vol. cumulative & may be used in either order but preference for Pub. Int. first; student workbook for each vol.; no teacher's manual or readings vol.; Developed at Harvard.

Author's Background

At Harvard; A.B. & Ph.D. (Harvard); Pubs.= Ec. Dev.; Past & Present and Evolution of Modern Economics.

Date of Profile = 10/72

College Level ECONOMICS TEXTBOOK PROFILE Problems Approach
Introductory course (1 sem.) Stress on Analysis & Ec. Systm.

GORDON, Sanford D. & George G. DAWSON. Introductory Economics. 2nd ed. D.C. Heath & Co., 125 Spring St., Lexington, Mass. 02173. 1972. 574pp + 375 item Glossary + 1200 item index. 275,000 words. Data thru 1970. $9.95

Content & Organization

Problems approach with stress on economic analysis & the overall economic system. Moderately rigorous. The text begins with a preview of the nature of economics & economic systems. Unit II concerns in turn the several factors of production,-- business enterprise, labor, natural resources, government, & consumers-- relating to each relevant micro-analysis. Unit III views the economy as a whole from a macro-economic perspective. A short international unit follows The final unit and also the last part of most of the foregoing units focuses on problems using the problems approach organizati n. The volume ends with a projection of the economy for the 1970's.

Aims

The authors' stated objectives = "...Introductory Economics uses the analytical and problem-solving approach." "...analytical rather than descriptive." "...it limits the use of mathematics to simple geometric models, bar graphs, and schedule analysis." "In dealing with problems a deliberate effort has been made to avoid 'either-or' approach; instead a range of possible alternatives is considered."

Product Differentiations

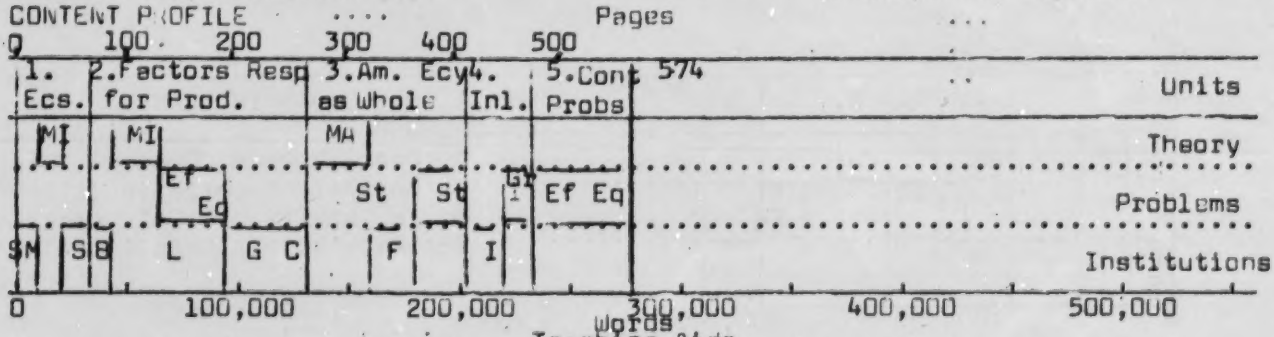
The book's uniquenesses= Its explicit problems approach sections throughout (11 as final parts of 11 chapters & 9 as chapters or parts of chapters in the text's last unit). Its unusual introduction to each chapter; an "Authors' Note to Students" succinctly explaining the chapter's role and "A Student's Note to the Student" in which a student informally makes study suggestions. Inclusion of acetate overlays to teach changes in demand, supply, & aggregate demand. Explicit emphasis on the consumer. Its economic projection thru the 1970's.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions & Sectors	
MI=micro.....76	Ef=efficiency..14	A=agriculture.. 7	I=international. 34
MA=macro.....60	St=stability...24	B=business.....24	L=labor..... 32
SM=scope-math. 6	Gr=growth.....24	C=consumers....20	S=ec. systems... 22
HT=hist.thry.. +	Dv=development. +	F=financial....25	H=ec. history... 10
	Eq=equity..... 8	G=government...45	

Other problems= Pollution (21), Poverty (17), Milit.-ind. complex (5), Aged (6), Urban (8), Education (8) + = interspersed emphasis

CONTENT PROFILE



Teaching Aids

21 chapters (with 78 assignment units); 142 figures, 45 tables, 21 cartoons, 11pp of drawings with acetate overlays; end of each chapter numbered list of k key points, terms for review, names for review, fact questions, thought & problem questions, & unannotated selected reading list. Cumulative. One semester but adaptable for two. No workbook, manual, or readings. Dev. at SUNY Oneonta.

Authors' Backgrounds

GORDON = S.U.N.Y. Oneonta (1950-); B.S.,M.A.,PhD NYU; Fields= Ind.Org., Gen. Ec. Pubs.="Attitudes Toward Trusts Prior to Sherman Act" SEJ. DAWSON = NYU & now with JCEE; B.S.,A.M.,& Ph D NYU; Fields=Labor, Ec. Hist.; Managing Editor, Jl. of Ec. Ed. Date of Profile = 10/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical (Macro) Ap.
Introductory Course (1 sem.) — Stress on Problems of Econ. Instab.

HAILSTONES, Thomas J. Basic Economics. 4th ed. South-Western Publishing Co., 5101 Madison Road, Cincinnati, Ohio 45227. 1972. 648pp + 1200 item index. 210,000 words. Data thru 1970. $9.75

Content & Organization

Analytical Approach (primarily macro though an early chapter on micro price determination) with stress on business fluctuations & policies for economic stability. Moderately rigorous. Part 1 provides an overview of economics, the economy, and an introduction to the goal of stability. Parts 2-5 provide institutional and conceptual background to the problem and then analysis of and policy relating to business fluctuations, economic expansion, and inflation. The last chapter in Part 5 relates the foregoing briefly to our changing economic goals and to other economic problems. The final unit (Part 6) concerns international economic institutions, aid, and cooperation, particularly as related to U.S. economic policy.

Aims

The author's stated objectives = "...the book endeavors to take the reader from scratch through a relatively high level of economic analysis in one semester." "Basic Economics concerns itself with concepts of the economy as a whole, such as total production, total employment, total income, and the general price level, rather than with the problems of the individual or the firm."

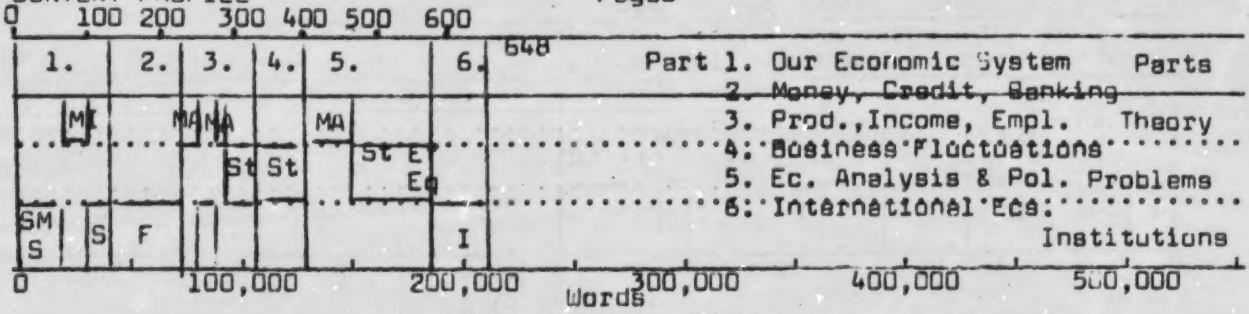
Product Differentiations

The book's uniquenesses = This and Hailstones-Brennan are in many ways two versions of the same book (similarities in organization, wording in many parts is identical or paraphrased). but this one semester version omits all but introductory price theory and increases coverage of problems of instability. Its stress on business fluctuations and cycles & extended coverage of theories of cycles is unusual today. Designed with business students and management personnel in mind.

CONTENT ANALYSIS (pages per major subject-matter area & guide to profile symbols

Theory	Problems	Institutions and Sectors	
MI=micro..... 32	Ef=efficiency..	A=agriculture..	I=international.66
MA=macro.....123	St=stability...177	B=business..... 10	L=labor..... 8
SM=scope,meth. 42	Gr=growth..... 8	C=consumers.... 21	H=ec. history... +
HT=hist.thry..	Dv=development.	F=financial.... 92	S=ec.systems....28
	Eq=equity..... +	G=government... 31	+ = interspersed emphasis

CONTENT PROFILE — Pages



Teaching Aids

25 chapters (averaging 26pp long, ranging from 20-35 pp); 86 figures & 75 tables; at end of each chapter a summary, exactly 10 discussion questions and unannotated bibliography of selected readings.; flexible construction; one semester design; workbook ($3.05), Instructor's Manual and tests (free), examination booklet (free) Developed at Xavier U.

Author's Background

Xavier U. (1952-); B.S. (Detroit), M.A. (Wayne), Ph.D.(St. Louis); Fields=Gen. Economics, Money-Fiscal,Growth-Dev.

Date of Profile = 10/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach
Introductory Course (2 sems.) — Stress on Application of Theory

HAILSTONES, Thomas J. and Michael J. BRENNAN. Economics: An Analysis of Principles and Policy. South-Western Publishing Co., 5101 Madison Road, Cincinnati, Ohio 45227. 1970. 911pp + 2300 item index. Date thru 1967. $11.00
380,000 words.

Analytical approach with stress on application of theory. Moderately rigorous. Organized into four broad subject-matter areas. The first (Parts I & 2) is a introduction thu scope-method and the economy viewed by sectors and by the circular flow. The second major section (Parts 3-7) concerns macro-economic analysis, institutions (esp. monetary), problems (stability & growth), & policy. The third section (Parts 7-9) concerns microeconomics,-- price & production theory, monopoly, & distribution theory and problems. The text concludes with international economy, economic development, and comparative systems (esp. Soviet).

Aims

The authors' stated objectives = "A beginning textbook should be written for the student -- to stimulate him, to challenge him, and to serve as a point of departure for further inquiry into the subject matter." "It must help him bridge the gap between theory and practice." "Throughout the book economic theory and analysis are related to the world of reality."

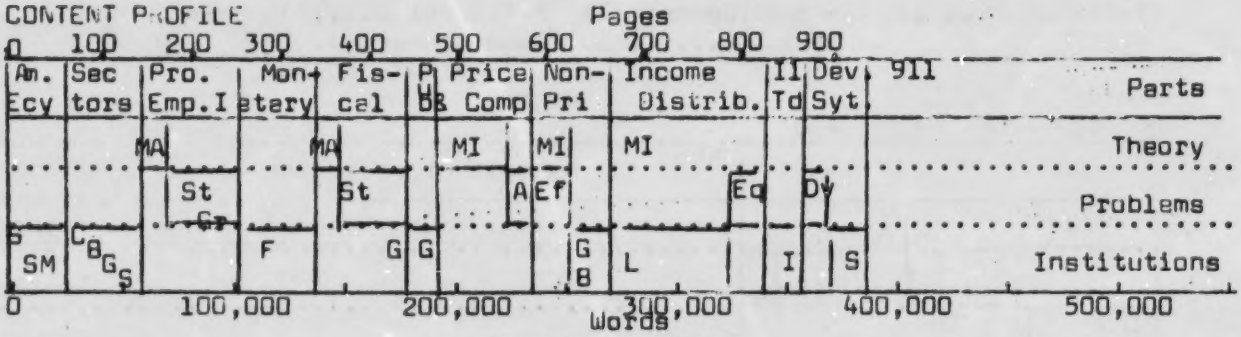
Product Differentiations

The book's uniquenesses = It begins with a section on economic education, i.e. "why all this emphasis on economics?" An overview of the economy precedes chapter on scope-method. One of the longer indexes. Full chapters on human capital and on personal income distribution. Business oriented, i.e. seeks to relate to business student.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro.....125	Ef=efficiency.. 79	A=agriculture.. 27	I=international. 47
MA=macro..... 66	St=stability...117	B=business..... 21	L=labor..... 50
SM=scope-meth. 23	Gr=growth..... 25	C=consumers.....20	S=ec. systems... 73
HT=hist. thry.	Dv=development. 30	F=financial.... 85	H=ec. history...
	Eq=equity..... 40	G=government... 53	

CONTENT PROFILE



Teaching Aids

44 chapters (averaging 20pp long, ranging from 8-32pp); 109 figures & 98 tables; at end of each chapter a numbered italicized summary, usually 10 (sometimes 3-15) discussion questions and list of key terms, & unannotated suggested reading list including many intermediate texts; flexible construction (each part is independent); two semester design; workbook ($3.85); teachers' manuel (free); readings ($5.50); examinations & achievement tests (free); transparency masters (free); 62 transparencies ($125.00); Developed at Xavier.

Authors' Backgrounds

Hailstones= Xavier U. (1952-); B.S. (Detroit);M.A. (Wayne),Ph.D.(St.Louis Fields=Gen.Thry, Mon-Fin.,Gr-Dev. Brennan= Boown U.(Pubs.=Preface to Econometrics. Not listed in AEA 1969 Handbook Date of Profile= 10/72

College Level — ECONOMICS TEXTBOOK PROFILE — Historical Approach

Introductory Course (1 sem.) — Stress on Evolution of Ec. Thry & Insts.

HARTER, Lafayette G. Jr. Economic Responses to a Changing World. Scott, Foresman & Co., Glenview, Ill. 60025. 1972. 466pp. + 2000 item index. 185,000 words. $8.95 (cloth)

Content & Organization

Historical approach & organization with stress on the evolution of and interrelations among economic theory, intellectual history, & economic history. Very moderate rigor. "This book is divided roughly into three parts: the development of the market economy, the undermining of laissez-faire, and the age of stabilized economies." As the title suggests the text essentially is an historical account of how economic theory, institutions, and problems have responded to changing world conditions. The student is thereby given an elementary knowledge of economic theory and left with an awareness of contemporary economic institutions and problems, including inflation-unemployment, development, poverty, urban decay, pollution, and environmental planning.

Aims

The author's stated objectives = "I want my students to view economic theory as responses to problems in a changing world. Consequently, I use an historical approach, with the theory emerging from the context of the discussion. The history not only explains why the theory was developed but also provides applications of it....This book uses only enough economic theory to handle the problems under discussion. I would rather have my students acquire an overview of our economic world than to learn theory for itself."

Product Differentiations

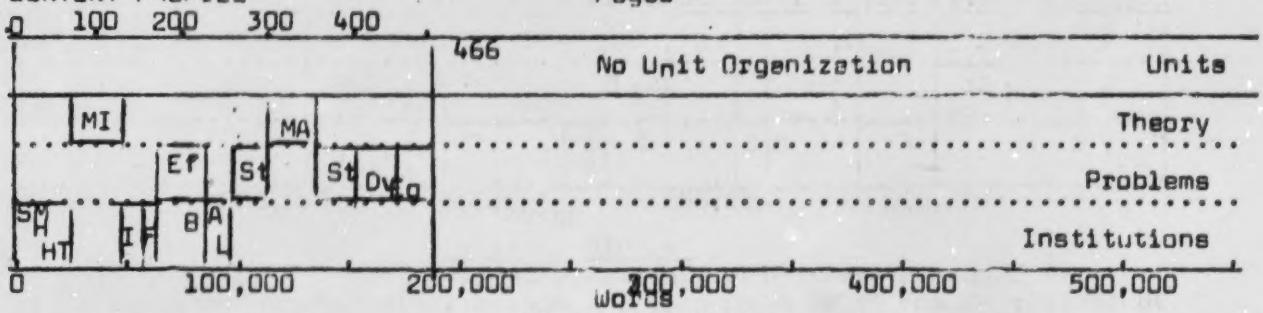
The book's uniquenesses = A full length text which uses the historical approach throughout. It places modern problems in an historical perspective. This text is an explicit application of John R. Common's to economics teaching. Very few figures & tables.

CONTENT ANALYSIS (pages per major subj ctmatter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro.....	40	Ef=efficiency..	20	A=agriculture..	10	I=international.	30
MA=macro.....	35	St=stability...	54	B=business.....	14	L=labor.....	15
SM=scope-meth.	17	Gr=growth.....	+	C=consumers....	+	S=ec. systems...	+
HT=hist.thry..	16+	Dv=development.	31	F=financial....	36	H=ec. history...	86
		Eq=equity.....	30	G=government...	+		

+ = interspersed emphasis

CONTENT PROFILE — Pages



Teaching Aids

13 chapters (averaging 35pp long, ranging from 18-55pp); 35 figures & 11 tables; at end of each chapter 8-42 largely factual questions & unannotated bibliography (mainly texts); chapter summaries; cumulative; 1 sem. but with supplements useable for 2; workbook ($2.95), instructor's source book with annotated bibliography ; developed at Menlo College and Oregon State.

Author's Background

Present school=Oregon State (1960-); B.A. (Antioch), M.A. & Ph.D. (Stanford); Fields= Manpower & Labor, Gen. Thry & Ec. History; Pubs= John R. Commons, His Assault on Laissez faire, Labor in America. Date of Profile = 9/72

College Level ECONOMICS TEXTBOOK PROFILE Historical Approach
Introductory Course Stress on Economic Philosophy & Political Economy

HEILBRONER, Robert L. The Economic Problem. Third Ed. Prentice-Hall, Inc., Englewood Cliffs, N.J.07632. 1972. 735 pp + 2000 item index. 345,000 words. $10.50 Statistics thru 1970. Revisions = '68, 70, 72, 74 (?).

Content & Organization

A historical approach (history of capitalism and of emergence of our current economic problems) and with a stress throughout that the important question for the future is how capitalism should be changed (i.e. the political-economic problem). Moderately rigorous. Moderately comprehensive. The book opens with a terse reminder of our crucial current economic problems. Then it asks whether these can be righted by our present system. Background to this issue is developed through a history of capitalism. Thereafter most of the book is devoted first to a macro and then to a micro-economic view of the economy and its problems. Then a unit on international trade and multinational corporations. The concluding unit of the volume returns again to the political-economic problem with which it began.

Aims

Author's stated objectives= "I believe that economic analysis, in a historical and an institutional setting, can indeed illumine problems of burning important and of 'radical' portent, provided that the tools of analysis are directed to historical and social issues and not used as mere exercises of the imagination."

Product Differentiations

The book's uniquenesses= The central importance it places on the student developing an economic philosophy for the necessary transformation of American capitalism. The author makes his own preferences for democratic socialism clear while urging students to think for themselves. Its historical emphasis. Its very cumulative construction. Its 8 appendices on statistical methods. Newsletter

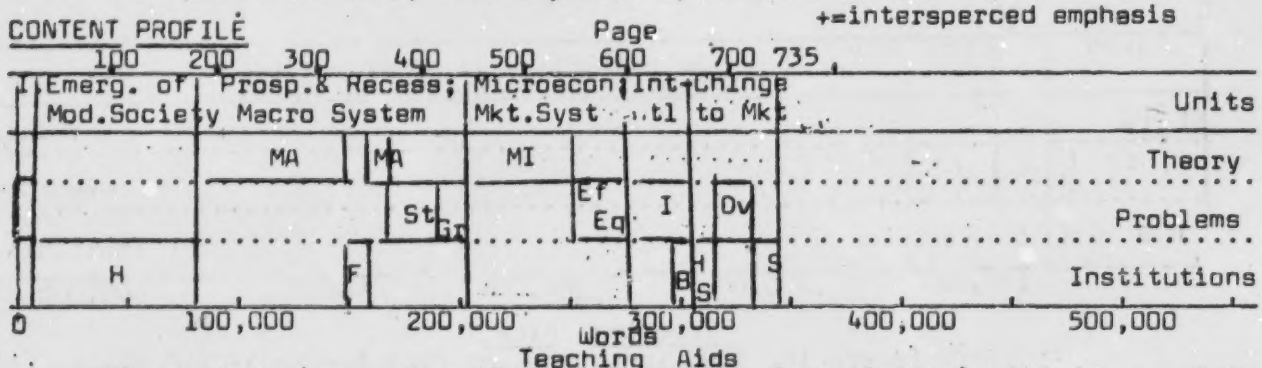
CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors
MI=micro.....110	Ef=efficiency.. 30	A=agriculture.. + I=international. 50
MA=macro.....160	St=stability... 50	B=business .... + L=labor..... +
SM=scope-meth. 15	Gr=growth..... 25	C=consumer..... S=ec. systems... 45
HT=hist. thry.	Dv=development. 35	F=financial.... 25 H=ec. history...150
	Eq=equity..... 25	G=government... +

Other problems= Ecological crisis (12pp);Poverty & Power (12);Multinational corporations (13); Military economy (+); Racism (+)

+=intersperced emphasis

CONTENT PROFILE



Teaching Aids

36 chapters (averaging 20pp long, ranging from 11-30pp); 149 figures & 64 tables; 6-12 thought questions per chapter; no bibliographies; list of key words and restatement of key concepts at end of each chapter; very cumulative with integrating chapter introductions & conclusions; Workbook (by Hannaford) $; no teachers' manual; Readings (MacEwan & Weisskppf) $; Student Newsletter

Author's Background

Author= New School for Social Research (1966-); A.B. (Harvard); Ph.D. (New School); Field=General Economics; Pub.=Worldly Philosophers, Between Capitalism and Socialism, The Limits of American Capitalism; Res.=Industrial transformation of U.S.; Ec. Educ.= one of the most successful and well known popularizers of economics.

Date of Profile = 3/72

College Level — ECONOMICS TEXTBOOK PROFILE — Systems Approach
Introductory Course (1 sem.) — Stress on Economic Analysis

HELLER, H. Robert. The Economic System. Macmillan Co., 866 Third Ave., N.Y., N.Y. 10022. 1972 291pp. + 300 item index. 125,000 words. Data Thru 1970. $7.50 (paperbound)

Content & Organization

Economic systems approach with emphasis on basic economic analysis. Moderately rigorous. The volume is organized around the four economic sectors making up the economic system;-- the household sector, production sector, governmental sector, and foreign sector. Each of the four sectors is viewed from two levels of analysis;-- of individual units (micro) and aggregates (macro). Thus "in the first half the text studies the basic components of the economic system from a microeconomic viewpoint. In the second half, interactions among these components and the aggregate implications of economic behavior are developed."

Aims

The author's stated objectives = "This book provides the student with a basic tool kit for the analysis of economic problems. Leaving aside institutional, historical, and descriptive detail, the emphasis is on analysis. . . . The Economic System presents an analytical core around which a comprehensive course may be built."

Product Differentiations

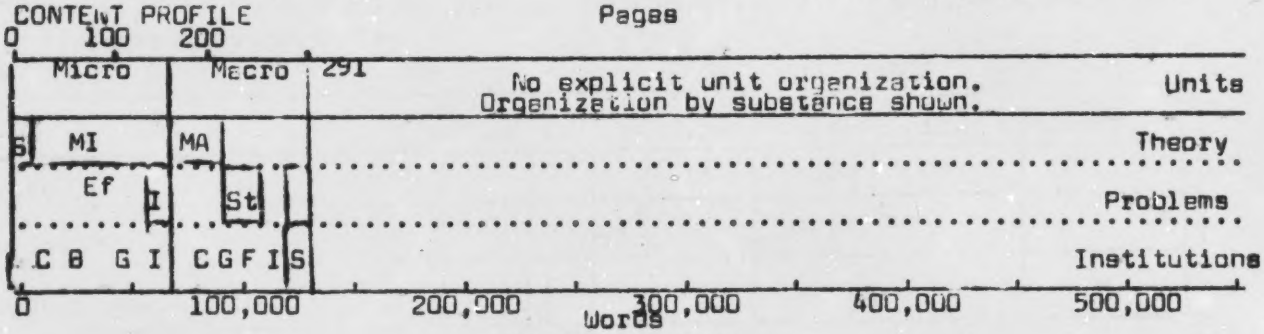
The book's uniquenesses = Unusually well and clearly organized; the opening and closing chapters clearly establish the text's systems approach and plan of organization. and the parallel structuring of the micro and macro halves around the four sectors contributes to the attainment of the author's goals. Final chapter a summary of entire volume. One of the shorter least expensive general texts.

CONTENT ANALYSIS (pages per subject-matter area & guide to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro.....124	Ef=efficiency.. +	A=agriculture..	I=international.38
MA=macro..... 30	St=stability...24	B=business..... +	L=labor.....
SM=scope-meth. +	Gr=growth..... +	C=consumer..... +	S=ec.systems....14
HT=hist. thry.	Dv=development.	F=financial.... 20	H=ec. history...
	Eq=equity.....	G=government... 20	

Nothing on Distr. Thry. + = interspersed emphasis

CONTENT PROFILE



Teaching Aids

16 chapters (averaging 18pp long, ranging from 14-21pp); 110 figures & 36 tables; no end-of-chapter questions or bibliographies; chapter summaries consisting of list of key points or ideas; cumulative construction; 1 sem.; no workbook, teachers manual, or readings volume; developed at UCLA & Hawaii.

Author's Background

Present school = U. Hawaii; B.A. (Parsons), M.A. (Minn.), Ph.D (Cal.); Fields = Intl., Gen. Thry, Money. Pubs.= Intl. Trade, "Optimal International Reserves" EJ; "Transactional Demand for Intl. Means of Payment" JPE. Res.= Intl. Reserves; Intl Adjustment Mechanisms.

Date of Profile = 8/72

College Level ECONOMICS TEXTBOOK PROFILE Problems Approach
Introductory Course (2 sems.) Stress on Public Policy for Econ. Welf.

HOWARD, Willard W., & Edwin L. DALE, Jr. Contemporary Economics; Problems and Policies. D.C. Heath & Co., Lexington, Mass. 02173. 1971. 530pp. + 900 item index. 325,000 words. $9.95. Data thru 1969.

Content & Organiz tion

A problems approach stressing public policy and the central goal of economic welfare. Moderately rigorous. The text divides into four roughly equal units. The first unit provides an overview of how a market economy is organized and of the key role of the public sector. Units II focuses on the problems of growth and instability, historically, analytically, and policywise. Unit III develops price, market, and distribution theory and applies them to problems. The final unit concerns the international sector and develops further problems related to growth and development in the U.S., the U.S.S.R., and the underdeveloped nations.

Aims

The authors' stated objectives = "The emphasis throughout the book is current economic problems and public policy approaches to the solution of these problems". "Our approach...is less technical and comprehensive than that of the more sophisicated texts, but more sophisticated than that of the easiest texts." "One objective has been to present just enough institutional description and economic theory to give students insights into current economic problems."

Product Differentiations

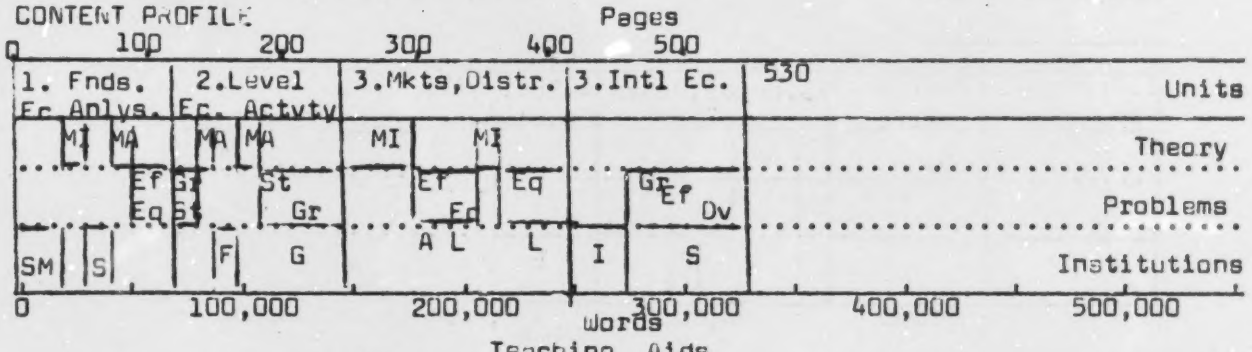
The book's uniquenesses= Developed in a junior college but in collaboration with a well-known economic journalist (who in his introduction states that the text is "chiefly the work of Willard W. Howard"). Thus a different pattern of collaboration is used. A two-semester book explicitly designed to be short enough to facilitate use of supplementary materials.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro	88	Ef=efficiency	22	A=agriculture	12	I=international	38
MA=macro	41	St=stability	57	B=business	+	L=labor	30
SM=scope-meth.	11	Gr=growth	14	C=consumers	+	S=ec.systems	38
HT=hist.thry	+	Dv=development.	29	F=financial	31	H=ec. history	10
		Eq=equity	17	G=government	47		

Other problems= ecology (6); urban (7) + = interspersed emphasis

CONTENT PROFILE



Teaching Aids

31 chapters (averaging 17pp, ranging from 9-23pp); 103 figures & 56 tables; after each chapter 6-14 discussion & review questions, terms & concepts to master, unannotated bibliography; numbered chapter summary; one-semester micro and macro course suggestions; mildly flexible (macro or micro may be omitted. No workbook, manual, or readings; developed at Phoenix 'Ariz) Jr.Col.

Authors' Backgrounds

Howard= Phoenix (1961-); B.A. (Brig. Young), M.A. (Col.)grad. wk (U.West) Fields= Pub.Fin.,Money-Bkg, Ec.Dev. Dale = writer for New York Times.

Date of Profile 10/72

00055

College Level ECONOMICS TEXTBOOK PROFILE Social Philosophic Approach

Introductory Course (1-2 sem.) Stress on the radical critique of capitalism

HUNT, E. K. & SHERMAN, Howard J. Economics; An Introduction to Traditional and Radical Views. Harper & Row, 49 East 33rd St., New York, N.Y. 10016. 1972. 622pp.+ 2500 item index. 300,000 words. $8.95 (paper). Statistics thru 1971.

Content & Organization

Social philosophic approach (i.e. the development of an economic philosophy is a central objective) stressing a socialist view of the process of social change and a Marxian critique of capitalism. Mainly descriptive though moderately rigorous in parts. Part I introduces the subject by a history of economic thought, institutions, interest groups, and ideologies and their interrelationships. Parts II & III focus respectively on micro and macro economics, but in the context of problems and with a radical critique of traditional theory and of capitalism. Part IV integrates the volume by a comparative study of capitalism and modern socialist economies (Russia, China, Yugoslavia),-- their historical development, current institutions, and current problems.

Aims

The authors' stated objectives ="We shall be concerned with radical criticism of the fundamental institutions of capitalism as well as the orthodox views on how the market capitalist system functions.""...study economic problems within the context of ruler-subject relations.... which includes power, conflict and disruptive change within a historical setting."...ours is more of a political-economics text than a purely economics text."

Product Differentiations

Its radical focus. Its view that economics is properly a study of ideology of economic philosophy, and while trying to present fairly alternative views, a text should not finally remain neutral. Its emphasis on history (both of economic thought and of economic institutions). One of the most complete indexes

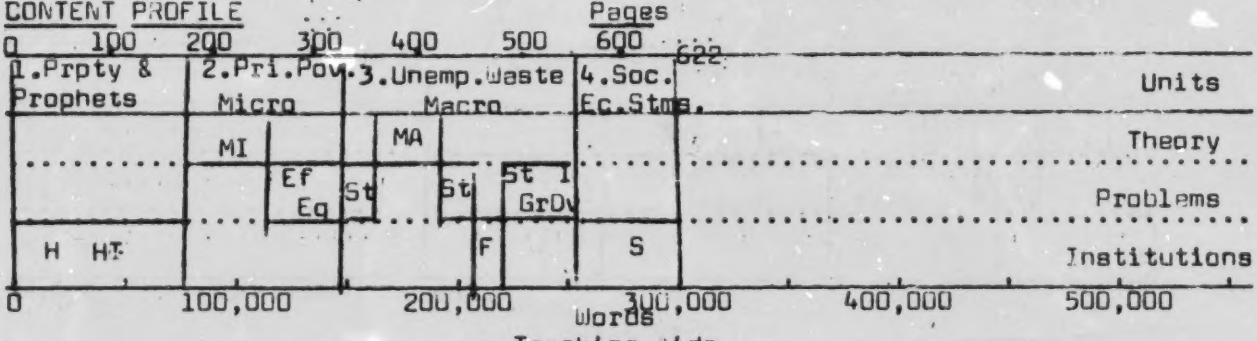
CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors
MI=micro..... 85	Ef=efficiency. 15	A=agriculture.. +
MA=macro..... 68	St=stability.. 54	B=business..... +
SM=scope-math.	Gr=growth..... 16	C=consumers.... 15
HT=hist. thry.110	Dv=development 22	F=financial.... 32
	Eq=equity..... 31	G=government... 17
		I=international. 18
		L=labor..... +
		S=ec. systems... 62
		H=ec. history... 70

Other problems= Inequality (18); Racial & Sexual Discrimination (12); Waste (14)

+ = interspersed emphasis

CONTENT PROFILE



Teaching Aids

38 chapters (averaging 17pp long, ranging from 4-30pp) & 4 chapter appendices; 55 figures & 25 tables; no end-of-chapter questions or bibliographies; chapter summaries; highly flexible in sequence; adaptable to one-semester; Study Guide ($3.95); instructors manual; no readings vol.; Dev. at U.of Cal.Riv.

Authors' Backgrounds

Hunt = U. of Cal, Riverside. No listing in Am.Ec.Assoc. 1969 Directory.

Sherman = U.Cal.Riverside (1964- *; B.A. (UCLA), J.D. (Chicago);PhD (U Cal Berk.); Fields=Ec.systems, Ec. Planning & Forecasting; Pubs.=Macrodynamic Econ.; Ec. Concent. & Bus. Cycles; Res.= Marxist models.

Date of Profile = 7/72

College Level — ECONOMICS TEXTBOOK PROFILE — Problems Approach

Introductory Course (2 sems.) — Stress on Overcoming Scarcity

KOHLER, Heinz. Economics: The Science of Scarcity. Dryden Press, Inc. 901 N. Elm St., Hinsdale, Ill. 60521. 1970 706pp + guide to use of graphs + 445 item glossary + 1100 item index. 350,000 words. Date thru 1969. $10.50

Content & Organization

A problems approach with stress throughout on the broad economic problem of overcoming scarcity and with focus in turn upon the related problems 1) full utilization of resources, 2) efficient employment of resources, 3) economic growth and development, and 4) upon equity in income distribution and power. These four problem areas provide the organizational structure of the text. Each part, using the problems approach, concerns in sequence a) the nature of the problem, b) relevant analysis, policy alternatives in our economy, and the problem as seen in comparison with other economies (socialist and underdeveloped economies). Moderately rigorous.

Aims

The author's stated objectives = "This book does not aim to give encyclopedic detail or to train professional economists." "This book has been constructed by taking a series of economic problems, selected from those found in any major newspaper within the space of almost any week." "...materials selected have been put in a certain sequence that facilitates understanding and that brings out clearly the structure of economic science."

Product Differentiations

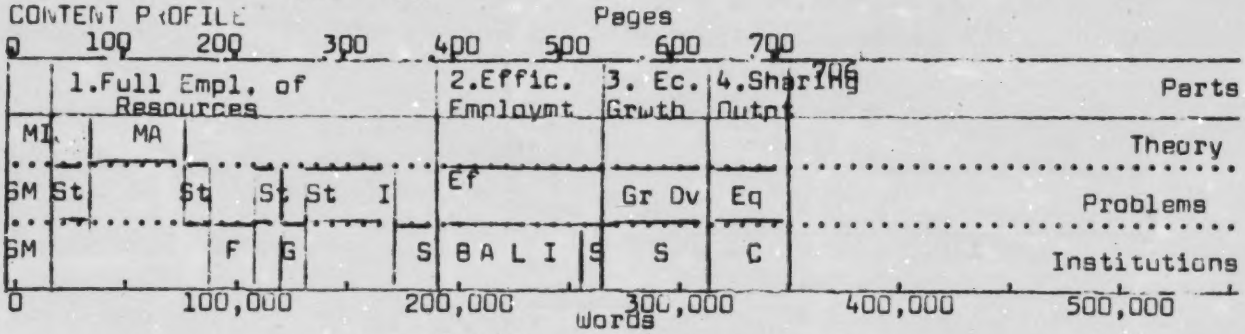
A cumulative volume very well integrated around a single and repeatedly stressed theme. Thoroughly problems oriented and organized. Comparative systems effectively integrated into all relevant parts of text rather than held to the last chapter as an after thought. Long glossary covering all terms at end of each chapter. Very unusual for an author to disavow aim of producing professional economists. Effective use of newspaper clippings, unit introductions and epilogues.

CONTENT ANALYSIS (pages per major subject-matter area & guide to profile symbols

Theory	Problems	Institutions or Sectors	
MI=micro..... 24	Ef=efficiency.. 50+	A=agriculture.. 23	I=international.48
MA=macro..... 80	St=stability...140	B=business..... 26	L=labor.....20
SM=scope-meth. 16	Gr=growth..... 33	C=consumers.... +	H=ec.history.... +
HT=hist.thry.. +	Dv=development. 37	D=financial.... 26	S=ec. systems...84
	Eq=equity..... 44	G=government... 38	

Other problems = Urban (25)

CONTENT PROFILE



Teaching Aids

28 chapters (averaging 25pp long, ranging from 14-37pp); 75 figures & 50 tables; before each chapter a facsimile reproduction of a relevant news article; end of each chapter a numbered summary, list of terms & symbols used, & exactly 20 review & discussion questions; unit introductions & epilogues; cumulative though parts may be omitted; 1 sem. suggestions; programmed study guide ($4.95) instructor's manual ($1.00), readings. Developed at Amherst.

Author's Background

At Amherst (1961-); B.A. (Free U. Berlin), M.A. & Ph.D. (Mich.); Fields =Theory, systems, planning, international. Pub.= Ec. Integr. in Soviet Bloc, Welfare & Planning. Date of Profile = 10/72

00057

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (1-2 sem.) — Stress on Scientific Methods

LIPSEY, Richard G. & STEINER, Peter O. Economics. 3rd Ed. Harper & Row Publishers, Inc., 49 East 33rd St., New York, N.Y. 10016. 1972. 789pp. + 2300 item index. 520,000 words (475,000 text + 9 appendices of 45,000 words). $11.95 Statistics thru 1970. Revision cycle=three years.

Content & Organization

Analytical approach with particular emphasis on economics as a scientific approach to society & its problems. Quite rigorous (very rigorous if appendices and mathematical footnotes are included). Introduced by 60pp. on scope-method. Then six units on micro-theory & problems, followed by five units on macro-theory & problems. While the micro and macro parts are cumulative internally, they may be reversed since neither is built upon the other.

Aims

Authors' stated objectives= "...our basic motivation...is to provide a book that reflects the enormous changes in economics over the last twenty-five years," i.e. "economics has moved very rapidly toward becoming a genuine science." Thus a text in which there is "systematic confrontation of theory with observation," in which there are "discussions of the uses and the limitations of economic theory in dealing with matters of public policy," and in which "we have not glossed over hard parts just because they are hard."

Product Differentiations

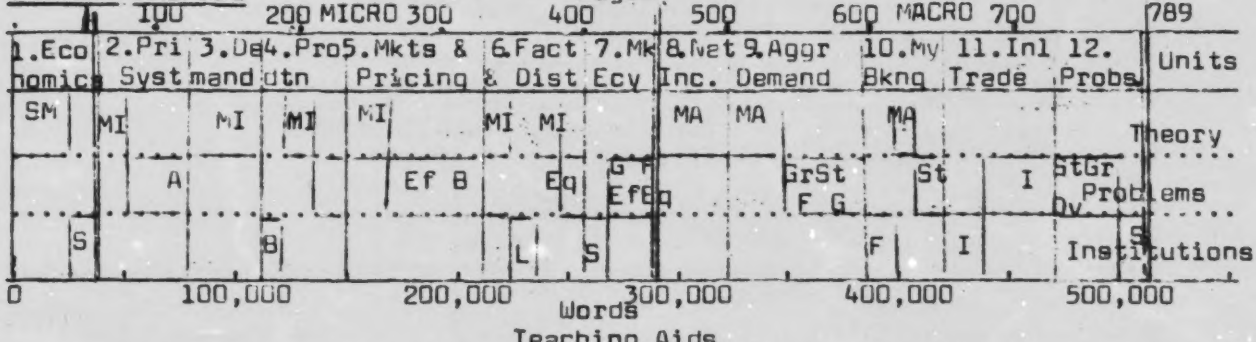
The book's uniquenesses= Its emphasis on the methodology of science as applied to economics & the role of economists as scientists. Its stress on micro theory and placing it before macro. One of the longest books and highest priced Aims not merely at understanding but also at evaluation of economics as a discipline.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors
MI=micro.....176	Ef=efficiency.. 45	A=agriculture.. 10 I=international. 60
MA=macro.....123	St=stability... 41	B=business..... 30 L=labor..... 18
HT=hist. thry. +	Gr=growth..... 13	C=consumers.... + S=ec. systems... 17
SM=scope-meth. 50	Dv=development. 20	F=financial.... 23 H=ec. history... +
	Eq=equity..... 15	G=government... 48

Other problems= Draft (4); Pollution (8)

CONTENT PROFILE



Teaching Aids

44chapters (averaging 16pp.long, ranging from 7-23pp)+ 9 appendices; 213 figures & 131 tables; 4-10 discussion & review questions after each chapter & appendix; no bibliographies; chapters summarized by numbered list of important points; micro & macro parts reversible; Workbook ($3.95); Teacher's manual; Readings ($4.95) + "Discussion Guide for Instructors" (an innovation to economics).

Authors' Backgrounds

Authors= Lipsey=Queen's U (Engl.); Pub.=Intro. to Positive Economics. Steiner= U of Mich.(1968-); A.B. (Oberlin), M.A. & Ph.D (Harvard); Fields= theory, indust. org., econometrics; Pubs.= "Choosing Among Alternative Public Investments"; Res.=Publ. Expend. Budgeting, Theory of Collusion.

Date of Profile=7/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (1 sem.) — Stress on Short Broad Survey of Econ.

LYNN, Robert A. Basic Economic Principles. Second ed. McGraw-Hill Book Co., 330 West 42nd St., N.Y., N.Y. 10036. 1970. 338pp. + 175 item glossary+ 775 item index. $8.95. Data thru 1967. 135,000 words.

Content & Organization

Analytical approach with an attempt to provide a broad survey of basic theory, insitutions, and problems but with the compass of a very short volume. Moderately rigorous. The first unit consists of an introductory chapter on the scope of economics & on economic reasoning, followed by three chapters on basic economic institutions. Unit II, the longest, concerns macro theory, banking, & problems of instiability & growth. The remaining half of the book consists of six very short units, first one on the international economy & ec. development, then four units covering briefy the usual micro topics;price, production, monopoly, & distribution theory and related problems. The last unit of the book (unit VIII) in a single chapter surveys economic problems, past, present, and future.

Aims

The author's stated objectives = "This edition...retains the purpose and approach of the first edition." "(From the first edition) "The purpose of this volume is to present a survey of economic analysis, issues, and institutions." "I have tried to guide myself by a realistic appraisal of what a student can be expected to comprehend from the maze of economics in a few months. I have always tried to bear in mind the special needs of the teacher who is not a specialist in this subject."

Product Differentiations

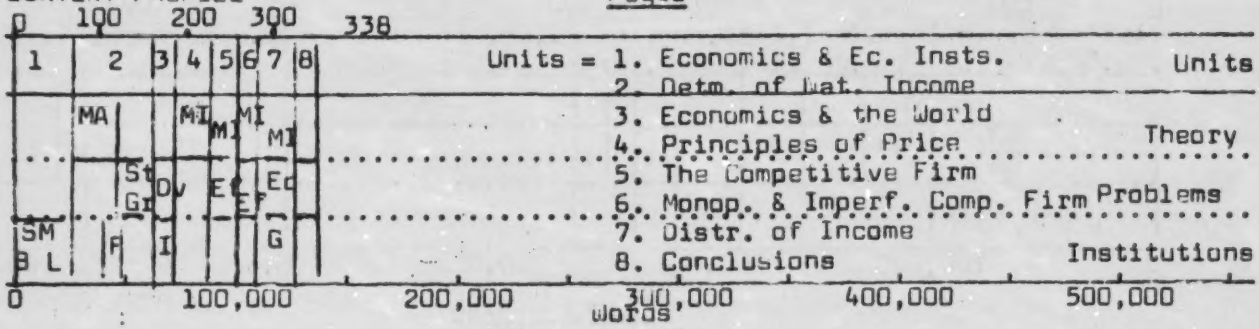
The book's uniquenesses = Its attempt to combine breadth in traditional topics covered with great brevity. Its use of end-of-chapter completion questions & repetition of all these questions at close of each unit as tools for students to check their knowledge. Answers are given together with page citation to part of text which relates.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro.....	86	Ef=efficiency..	10	A=agriculture..	13	I=international.	18
MA=macro.....	37	St=stability...	18	B=business.....	16	L=labor.....	14
SM=scope-meth.	14	Gr=growth.....	15	C=consumers....		S=ec.systems....	4
HT=hist. thry.	+	Dv=development.	8	F=financial....	16	H=ec. hist.....	+
		Eq=equity.....	+	G=government,,,	12		

+ = interspersed emphesis

CONTENT PROFILE



Teaching Aids

23 chapters (averaging 14pp long, ranging from 6-24pp);69 figures & 27 tables; 6-8 completion type questions including answer key and 8-12 review & discussion questions at end of each chapter; questions repeated at end of each unit;no bibliographies; numbered chapter summaries;cumulative construction; workbook, manual, & test file ($2.95, $2.50, & $4.50 respectively);text developed at Maryville College (Tenn.), a small denominational school.

Author's Background

At Kans. State (1968-); B.S. (Maryville), M.S. (Tenn.), Ph.D. (Ill.); Fields= Marketing, Gen. Thry, Ind. Org.; Publications= Price Policies & Market Mgmt.

Date of profile = 10/72

00059

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (1-2 sem.) — Stress on Political Economy

McCONNELL, Campbell R. Economics: Principles, Problems & Policies. Fifth Ed. McGraw-Hill, 330 W. 42nd St., New York, N.Y. 10036. 1972. 820pp + 1500 item index. 550,000 words. Statistics thru 1970. Revision cycle = every 3 yr $10.95

Content & Organization

Analytical approach (moderately rigorous) with stress on political economy including the relevance of philosophical considerations to policy choices. Volume introduced by 150pp overview of American capitalism & economics. The remainder of the first half of the volume (245pp) concerns macro-theory & its application to problems of stability and growth. The second half of the book concerns micro theory & related domestic & international problems. Questions of political economy (i.e. normative issues) particularly as related to America capitalism are introduced especially in the latter part of many units. Developed at Nebraska & used there extensively with TV instruction.

Aims

The author's stated objectives= "...to introduce the...student to those principles essential to an understanding of fundamental economic problems and the policy alternatives society may utilize to contend with these problems." "This text attempts / to improve economics teaching / by introducing economic functions of government early and according them systematic treatment in philosophical, factual, and controversial terms."

Product Differentiations

The book's uniquenesses = Its length: one of the longest texts & it includes none of the usual appendices. Its lengthy introductory overview giving the student an understanding of the whole before studying in detail the parts. Its major emphasis on economic growth and recurring stress on general equilibrium. One of the most complete "packages" of supplementary teaching tools.

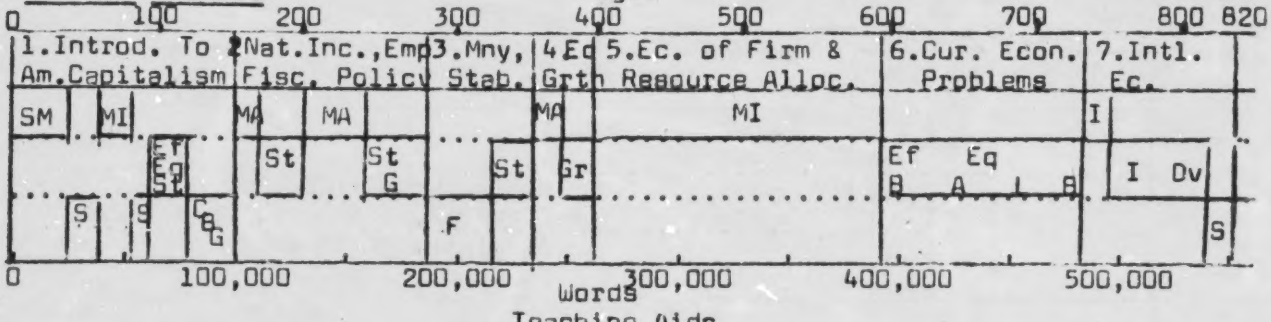
CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro.....218	Ef=efficiency.. 54	A=agriculture..22	I=international.52
MA=macro..... 75	St=stability... 70	B=business.....34	L=labor.....18
SM=scope-meth. 35	Gr=growth..... 36	C=consumers....10	S=ec. systems...47
HT=hist.thry.. +	Dv=development. 18	F=financial....55	H=ec. history... +
	Eq=equity..... 18	G=government...35	

Other problems= Cities (22), Poverty (17), War Industry (18), Social Imbalance (14)

+ = interspersed emphasis

CONTENT PROFILE



Teaching Aids

46 chapters (averaging 17 pp long, ranging from 8-26pp); 135 figures & 96 tables; 4-14 thought questions, unannotated highly selective bibliography, & a numbered summary at end of each chapter; flexible sequence; 3 one-semester course outlines; Study Guide ($4.50); Instructor's Manual; readings ($5.95); program text ($4.95); a mathematical supplement for students who prefer a more quantitative approach ($4.50); test file; colored & black & white transparencie

Author's Background

Author= present school U. of Nebr. (1953-); B.A. (Cornell Col.), M.A. (Ill.), Ph.D.(Iowa); Fields=Gen. Thry; Labor. Pubs.="An Experiment with TV in El. Ec."Res=Teaching Ec. with Lectures. Date of Profile = 7/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (2 sem.) — Stress on Interdependence

MIERNYK, William H. Economics. Random House, Inc., 501 Madison Ave., N.Y. 10022 1971. 626pp + 2000 item index. 290,000 words. Statistics thru 1968-70. $9.95

Content & Organization

Analytical approach (quite rigorous) with considerable emphasis on description and with stress thruout on interdependence. "The text proceeds from the treatment of the smallest units in the economy--firms & households-- to industries & sectors, and thence to aggregative economics. The latter is followed by a discussion of the economics of growth & development, and the problems of a mature economy." "Such problems as poverty and income inequality, inflation and unemployment, the growth of military spending, and the economics of environmental deterioration are covered / briefly / in the concluding section."

Aims

The author's stated objectives = "This is a text for the conventional two-semester introduction to economics. It covers the essentials of micro and macro theory....The links between economic problems, theory, and public policy are emphasized." "The major departure from other texts is the focus on interdependence." / Students should develop / "an understanding of the fundamental and enduring principles and relationships." "A central objective of the book is relate economic analysis to actual problems."

Product Differentiations

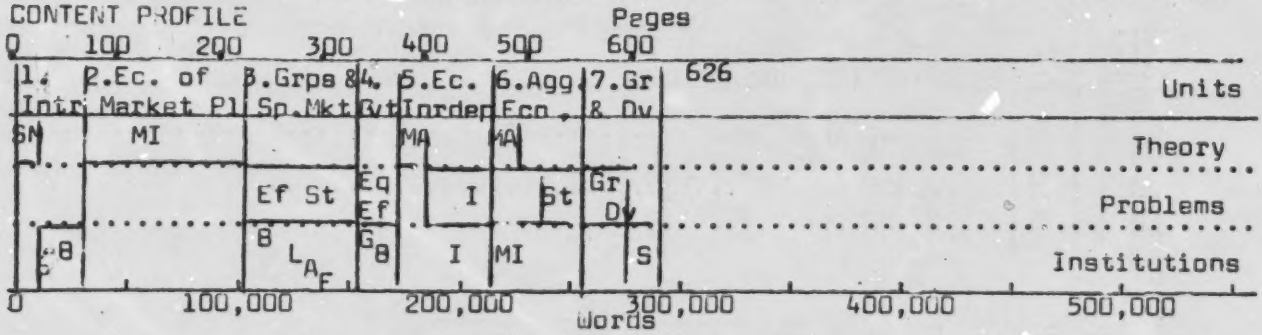
The book's uniquenesses = Texts today seldom openly aim to be "conventional"; this one does. Yet it is unconventional in many ways. Its organizing principle (from parts to whole, from static to dynamic). Its explicit use of interdepence as a major cumulative thread. Its stress on input-output analysis, location theory, & benefit-cost analysis. Its use of asterisked sections of regular chapters for advanced material rather than chapter appendices. Written for a 2 sem. course (rather than for 1 or 2). One of the shortest and lowest priced cloth cover texts.

CONTENT ANALYSIS (pages per major subject-matter area & guide to profile symbols

Theory	Problems	Institutions or Sectors	
MI=micro.....145	Ef=efficiency.. +	A=agriculture..19	I=international.41
MA=macro..... 42	St=stability...22	B=business.....48	L=labor.....20
SM=scope-meth. 32	Gr=growth.....19	C=consumers.... +	S=ec.systems....26
HT=hist.thry.. +	Dv=development.21	F=financial....47	H=ec. history... +
	Eq=equity..... +	G=government...47	

Other topics = Interindustry ec. (input-output analy.)(16); Regional & Urban ec. (location thry) (19); Benefit-cost analysis (5) + = intersperced emph.

CONTENT PROFILE



Teaching Aids

31 chapters (av. 20pp long, ranging from 11-25pp); 145 figs. & 42 tables; 4-10 end-of-chapter questions & numbered list of review notes; micro-macro may be reversed; workbook ($4.50); teacher's manual; Developed at W. Virg. U.

Author's Background

W. Virg. U.(1965-); A.B. (Col.), M.A. & Ph.D (Harvard; Fields = Reg. Ec, Soc. Acctg, Labor. Pubs= Elements of Input-Output Analysis; Ec. of Labor. Res.=Regional Dev.

Date of Profile = 7/72

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College Level — ECONOMICS TEXTBOOK PROFILE — Problems Approach

Introductory Course (2 sem.) — Stress on Applications of Current Thry & on Comp. Systems

NICHOLS, Donald A. & Clark W. Reynolds. Principles of Economics. Holt, Rinehart & Winston, Inc. 383 Madison Ave., N.Y., N.Y. 10017. 1971. 534pp + 228 item glossary and 900 item index. 240,000 words. $10.00

Content & Organization

A problems approach (emphasizing particularly problems relating to the goals of efficiency and equity) with stress upon applications of the most recent economic theory to problems. Quite rigorous. The text begins with goals & methods of the social sciences & economic theory and its goal of efficiency. The rest of the introductory 3 units provide an overview of a simple market economy & comparison in efficiency with planned economy. The remainder of the text concerns the relative efficiency (and also equity) of these two economic systems for solving numerous economic problems of consumers, of producers, of suppliers of productive services, of government, of the international economy. Then the problems of growth, unemployment and inflation are considered. Finally the entire text is summarized around the problem of economic development and its twin goals of efficiency and equity.

Aims

The authors' stated objectives = "...the purpose of this text is to provide an analytical framework that can be used to simplify and guide one's thinking about economic problems." "In addition to its unified analytical structure, this book offers the reader a framework that recognizes that economic problems have political dimensions affecting their solutions." "We have chosen a host of current problems to analyze, and we weave their analysis into our presentation of the relevant principles."

Product Differentiations

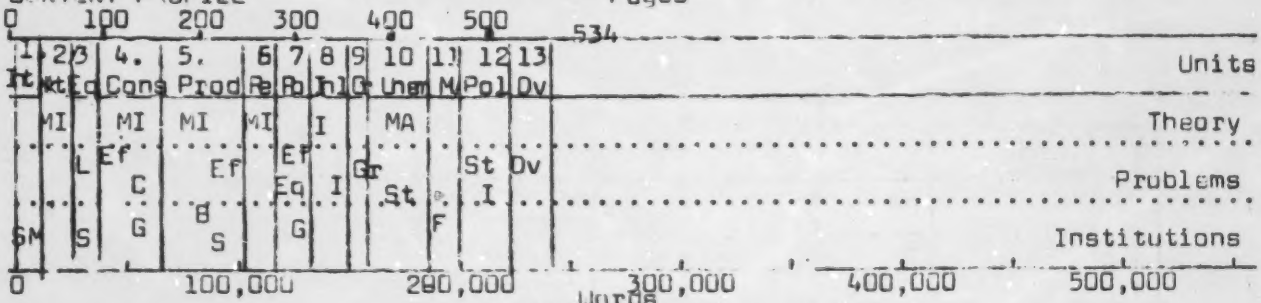
The book's uniquenesses = Its emphasis on the social sciences. Its recurring concern with equity and the relation of efficiency to equity. Its effort to include and apply most recent theoretical developments. Divided into more and shorter units than other texts. Short chapters (usually 10 pp).

CONTENT ANALYSIS (pages per major subject-matter area & guide to profile symbols

Theory		Problems		Institutions & Sectors			
MI=micro.....	110	Ef=efficiency..	22	A=agriculture..		I=international.	39
MA=macro.....	24	St=stability...	51	B=business.....	15	L=labor.....	13
SM=scope-meth.	30	Gr=growth.....	20	C=consumers....	24	H=ec. history...	+
HT=hist. thry.	+	Dv=development.	22	F=financial....	35	S=ec. systems...	11
		Eq=equity.....	11	G=government...	22		

Other problems = advertising (12), urban (12) + = interspersed emphasis

CONTENT PROFILE



Teaching Aids

40 chapters (av. 13pp long, ranging from 7-18pp); 159 figures & 34 tables 2-4 thought questions & a concept list after each chapter: 9 chapter appendices usually on advanced theory; workbook ($), teacher's manual, readings ($

Authors' Backgrounds

Nichols = Wis. (1966-); B.A. & Ph.D. (Yale); Fields = Thry, Monetary-Fiscal Thry, Growth & Dev. Thry: Reynolds = Stanford (1967-); A.B.(Claremont), M.A. & Ph.D. (U. Cal. Berk.); Fields= Growth & Dev. Thry, Ec. hist., Intl. ec.

Date of Profile = 9/72

College Level — ECONOMICS TEXTBOOK PROFILE — Systems Approach
Introductory Course (1 sem.) — Stress on Macro-economic Anal.& Pol,

NICKSON, Jack W. Jr. Economics and Social Choice. McGraw-Hill Co., 330 West 42nd Str, N.Y., N.Y. 10036. 1971. 269pp + 600 item index. 85,000 words. Data thru 1969. $5.95 (paperback).

Content & Organization

Economic Systems Approach but with stress upon macroeconomic analysis and policy . Microeconomics only through supply & Demand. Moderately rigorous. (except for absence of theory of firm, competition & monopoly) Part I of this text seeks to provide a short overview of the economy as a whole and of the determination and role of prices. Part II makes up most of the book. It developes in turn macro theory, monetary institutions and polcies, fiscal institutions and policies, and finally other domestic economic problems (urban, agricultural, poverty, and health). The concluding part of the book concerns the international sector, economic development, and comparative systems.

Aims

The author's stated objectives= "The purpose of this text is to familierize the student with the functioning of the total economic framework of our democratic society.... to explain how the parts of the economic machine relate to one another in the total performance of the economy." "...the actual use of ... policy is traced, along with an assessment of its effectiveness."

Product Differentiations

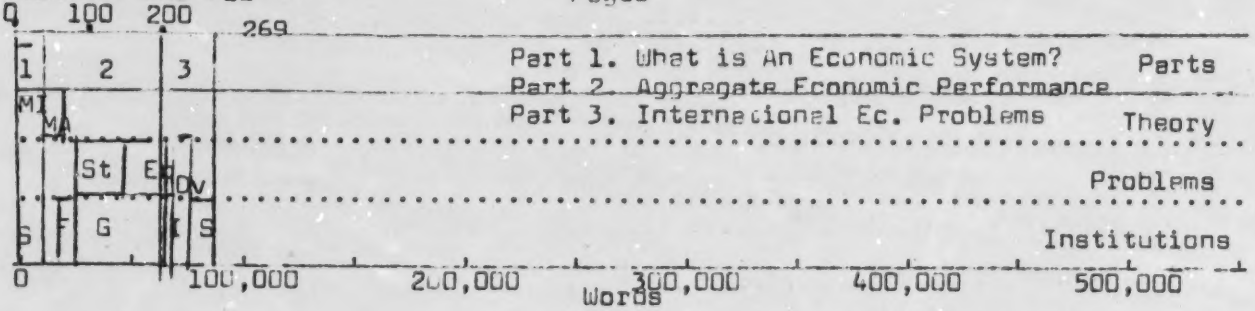
The book's uniquenesses = One of the shortest and least costly texts. By including only basic supply, demand, & price theory with basic aggregate analysis this text uses only what many economists may think most essential.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro..... 16	Ef=efficiency..	A=agriculture.. 10	I=international.17
MA=macro..... 31	St=stability... 17	B=business.....	L=labor.....
SM=scope-meth. +	Gr=growth.....	C=consumers....	H=ec.history....
HT=hist. thry.	Dv=development. 19	F=financial.... 17	S=ec.systems....40
	Eq=equity..... 24	G=government... 45	

Other problems = Urban(7), housing (5), Poverty (12), medicare (3)
+ = interspersed emphasis

CONTENT PROFILE



Teaching Aids

13 chapters (averaging 20pp long, ranging from 10-30pp);43 figures & 17 tables; at the end of each chapter a chapter summary, 2-6 thought questions, and an unusually long list of important concepts; no bibliographies; cumulative construction; Study Guide ($2.95), Instructor's Manual ($1.95); no readings volume; developed at Old Dominion University (Norfork, Va.)

Author's Background

Chairman and Professor of Economics, Old Dominion U. Other information not available since he is not listed in the 1969 Handbook of the Am. Ec. Assoc.

Date of profile = 10/72

College Level — ECONOMICS TEXTBOOK PROFILE — Social Philosophic App
Introductory Course (1 or 2 sems.) — Stress on Ec. Analysis & Public Policy

ORR, John A. & Donald T. SAVAGE. Economics in American Society. Wadsworth Publishing Co., Inc. Belmont, Calif. 94002. 1970. 383pp + 1000 item index. 165,000 words. $9.50

Content & Organization

Social philosophic approach (due to emphasis on proper role for government) with stress on economic analysis & public policy. Moderately rigorous. The first chapter concerns the nature of economics, the basic economic functions, & methodology. The volume then is divided into four parts. Part I is an overview of our economic organization. Part II concerns macroeconomics,-- theory, problems of growth & stability, and policy. Part III similarly focuses on microeconomics,-- theory, problems of monopoly & income distr., & policy. Part IV is on the world economy, development, and comparative systems. The book's final chapter reraises and summarises the basic political economic problem of the proper role for government in the American economy.

Aims

The authors' stated objectives = "We have tried ti write a book which is relatively brief, easy for the instructor to teach, and interesting for the student to read." "It will cover most of the traditional content of the major longer textbooks." "minimize the inclusion of historical and institutional materials." "Public policy objectives and instruments.../ are / the emphasis of our presentation."

Product Differentiations

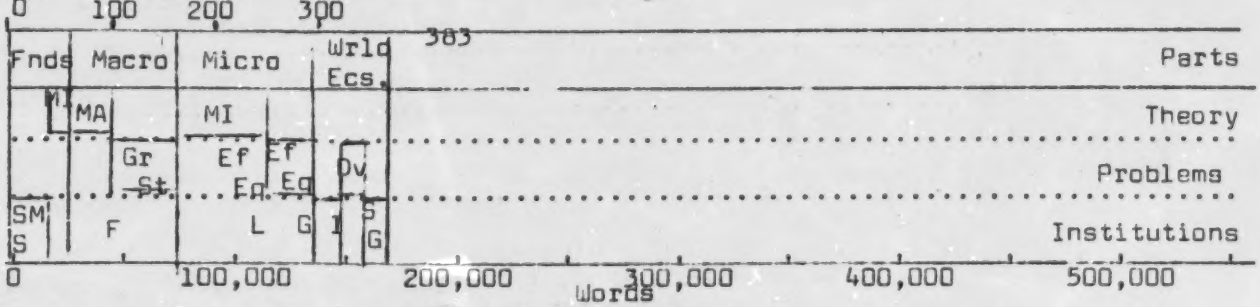
The book's uniquenesses = One of the few texts explicitly designed to have the instructor play a specific role in supplementing the text. "Opinion sections" after most chapters express provocatively the authors' normative views and policy opinions. Sympathetic presentation of quantity theory. Unusually short chapters. Extensive use of "chain reactions", i.e. algebraic summaries of chains of causation.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro.....50	Ef=efficiency..33	A=agriculture.. 3	I=international.. 43
MA=macro.....42	St=stability...50	B=business..... 4	L=labor..... 29
HT=hist. thry.	Gr=growth.....10	C=consumers.... 5	S=ec.systems..... 14
SM=scope-meth.16	Dv=development.16	F=financial....11	H=ec. history....
	Eq=equity.....10	G=government...37	

Other problems = Poverty (10),

CONTENT PROFILE — Pages



Teaching Aids

30 chapters (averaging 13pp long, ranging from 8-18pp); 57 figures + 19 tables; 4-9 end-of-chapter thought questions; annotated supplementary reading list; cumulative construction; 1 semester if used alone, 2 sem. if supplemented; no workbook, manual, or readings volume.

Authors' Backgrounds

Orr = Florida Atlantic U.(1965-); B.Comm.(Toronto),M.S. & Ph.D. (Wis.); Fields = Money-fiscal, labor, intl. fin.;Pubs.="Steelworkers' Bargaining Pos." Res.=Teaching with Computers. Savage = not in 1969 AEA Handbook. at U. Maine.

Date of profile = 11/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach
Introductory Course (2 sem.) — Stress on Applications to Problems

PETERSON, Willis L. Principles of Economics; Macro. Principles of Economics: Micro (i.e. two volumes). Richard D. Irwin, Inc., Homewood, Ill. 60430. 1971. 252+251pp. 320+280 item index. 100,000 + 100,000 words. Tables thru 1968. $3.95 each volume (peperbound).

Content & Organization

Analytical approach with stress on the application of principles to problems. Quite rigorous. The macro volume uses a problems organization. Thus after an introductory scope-method chapter, the problems of unemployment & inflation are defined. In the next 100pp the Keynesian model without and with money is developed. Then fiscal and monetary policy. The last three chapters apply the analysis to other problems; poverty, international, & growth. The micro volume begins by defining the economic problem of society; scarcity & economy. Then follows the usual micro sequence; consumer, producer, price (competitive & monopoly), distribution (labor & capital markets). As in the other volume the last chapters apply analysis to other problems; education & research & new technology.

Aims

The author's stated objectives = "...the book has three main objectives. The first is to improve understanding of how a market economy operates....The second objective is to help the student acquire an understanding of the major tools or principles that have proved useful in making economic decisions or solving economic problems. The third and most important... is to help the student acquire a skill in using these tools or principles to conduct economic analysis."

Product Differentiations

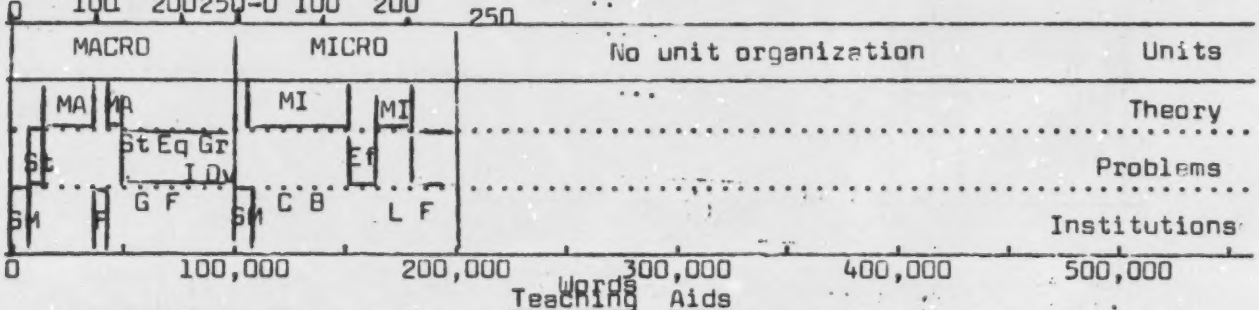
The books' uniquenesses= Two relatively short interchangeable volumes; since each is planned as a unified whole, students may begin with either micro or macro (while most texts permit interchange of micro & macro, their long introduction and concluding chapters force all students to follow one sequence). Low cost per semester or year.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors
MI=micro.....128	Ef=efficiency.. 29	A=agriculture.. +	I=international. 24
MA=macro.....107	St=stability... 68	B=business..... +	L=labor..... 23
SM=scope-meth. 23	Gr=growth..... 19	C=consumers.... +	S=ec. systems... +
HT=hist. thry. +	Dv=development.	F=financial....17	H=ec. history...
	Eq=equity..... 22	G=government... +	

Other problems = Ec. of Educ.(21); Research & New Technol.(15);Pverty (22)
+ = intersperced emphasis

CONTENT PROFILE



Teaching Aids

12 + 12 chapters (averaging 20pp long, ranging from 8-29pp);40+88 figs.& 29+11 tables; 7-15 thought & disc. questions & numbered list of key points after each chapter; volumes useable in either order but cumulative within volume; no workbook, readings volume, or instructor's manual. Dev. at U. of Minn.(Agr.)

Author's Background

Prof., Agr. Ec. Dept., U. of Minn (1965-); B.S. (Minn.), M.A. & PhD (Chicago); Fields= Gen.Thry;Ec. Hist.; Techn. Change; Agriculture; Publ.= "Alloc. of Research, Teaching & Extension Personnel in Col. of Agr.,

Date of Profile = 4/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach
Introductory Course (1-2 sems.) — Stress on Mathematical Methods

PFOUTS, Ralph W. Elementary Economics: A Mathematical Approach. John Wiley & Sond, Inc., 605 Third Ave., New York, N. Y. 10016. 1972 328pp. + 585 item index. 110,000 words. $10.95

Content & Organization

Analytical approach with stress upon use of mathematical presentation to accompany and strengthen the usual verbal & geometric presentation of theory and policy. High school algebra and differential calculus required. Very rigorous. The short three chapter introductory unit concerns the nature of economizing, of an economic system, and of the market as an allocating mechanism. Then a major unit follows on macrothory, money-banking, and problems of stability & growth. Next microeconomics and problems of monopoly (efficiency) & welfare, and the theory of economic policy. Then a unit on international trade and economic development. Last a final unit includin a chapter on public finance and a final chapter on economic methodology in which the text's goals are unified.

Aims

The author's stated objectives = "This textbook is based on two beliefs about the teaching of economics. First, I believe that economic theory is the basis of all meaningful economic discussion & analysis....Second, I think that economic theory can be learned most easily and thoroughly through the use of elementary mathematics."

Product Differentiations

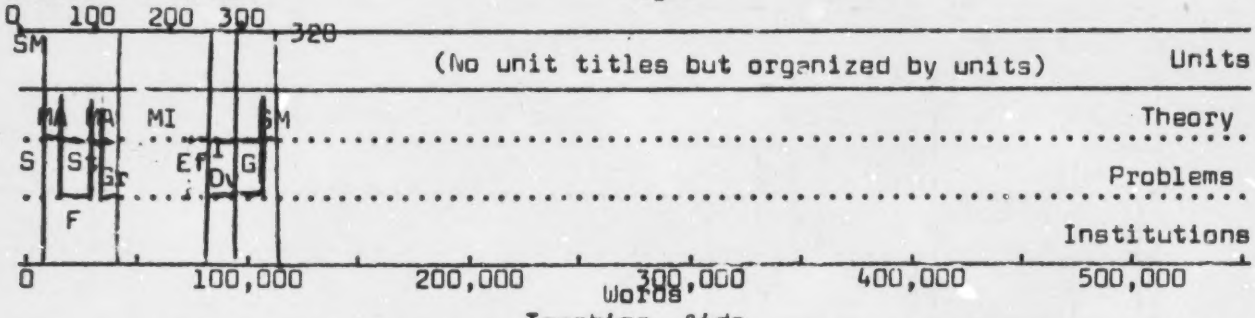
The book's uniquenesses = Its use of algebra and differential calculus as an integral part of the text (never in appendices or dispensible chapters). It ends with a methodological chapter after students have studied theory rather than beginning the text with it. Rather than the usual chapter summaries, each is summarized & reviewed by means of a series of thought questions. Very short chapters and text. Use of transitional notes between parts.

CONTENT ANALAYSIS (pages per major subject-matter area & guide to profile symbol

Theory		Problems		Institutions or Sectors			
MI=micro.....	116	Ef=efficiency..	+	A=agriculture..	+	I=international.	31
MA=macro.....	56	St=stability...	24	B=business.....	+	L=labor.....	+
SM=scope-meth.	11	Gr=grouth.....	17	C=consumers....	+	S=ec.systems....	9
HT=hist.thry..	+	Dv=development.	11	F=financial....	12	H=ec. history...	
		Eq=equity.....	+	G=government...	16		

+= Interspersed emphasis

CONTENT PROFILE — Pages



Teaching Aids

24 chapters (averaging 13pp long, ranging from 6-23pp); 61 figures & 13 tables; 5 problem or thought questions at end of each chapter; no bibliographies; transitional summaries between major units; 5 questions instead of chapter summaries; cumulative construction; useful for 1 sem. or as a mathematical introduction to longer course; no workbook, teachers manual or readings. Dev. at U. of N. Carolina.

Author's Background

Presently at U. of N. Car. (1950-); B.A. (Kans. U), M.A. & PhD (N. Car.) Fields = Gen.Thry & Hist.Thot; Ec.Grth &Dev; Pubs.="Artistic Goals: Sci. Meth. & Economics" SEJ; "Axiomatic Appr. to Index Nos."; Res =Ec. of Full Empl.

Date of Profile = 8/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (1 sem.) — Stress on Popularized Application of Theory to Choices

ROGERS, Augustus J. III. Choice: An Introduction to Economics. Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632. 1971. 188pp. no index. 75,000 words. $4.95 (paperback)

Content and Organization

Analytical approach due to the emphasis throughout on geometric and algebraic analytical tools applied to choices of individuals and societies. Moderately rinorous. This very short text opens with a short overview of the functions of economies and a more extended discussion of comparative advantage as related to trade and choices. This is then further explained using supply and demand analysis. Welfare economics is introduced and applied with S & D to economic problems. Then decision making by firms is studied using total cost and revenue rather than marginal. Choices related to money & credit, to aggregate demand and supply are analyzed. The final chapter concerns problems of poverty, economic development, and the relation of choice to alternative economies.

Aims

The author's stated objectives = "This book is dedicated to the proposition that an introductory economics course does not have to be as bloody dull as such courses often are. Basically, we're trying to get you to realize the fantastic number of choices available to you and to mankind." "It will be our job to resimplify some of the basic ideas of economics to a point that all of you will be able to gain some insight into the most important process that man carries out -- decision making."

Product Differentiations

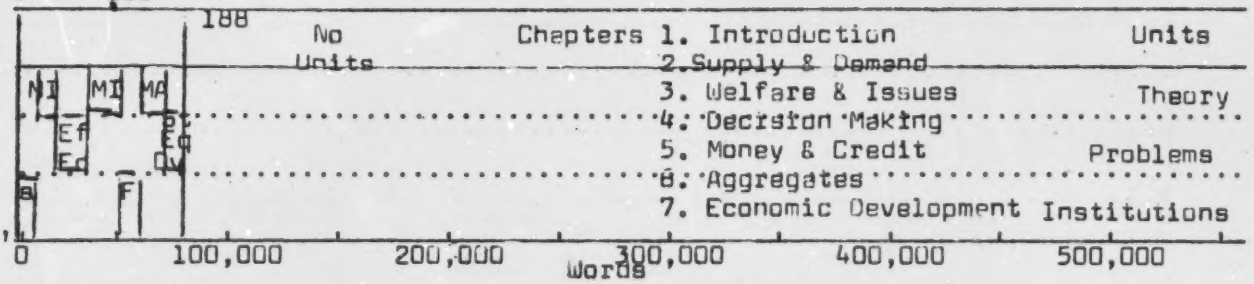
The book's uniquenesses = Economics written in informal vernacular of modern youth & applying theory to their problems. One of the shortest texts. Introduces new ways of teaching aspects of analysis. Designed effectively to serve a single theme,--choice. The introduction of analysis through extend- early presentation of comparative advantage analysis.

CONTENT ANALYSIS (Pages per major subject-matter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro.....	66	Ef=efficiency..	29	A=agriculture..	+	I=international.	
MA=macro.....	32	St=stability..	14	B=business.....	+	L=labor.....	+
SM=scope-meth.		Gr=growth.....		C=consumers....	+	S=ec.systems....	+
HT=hist. thry.		Dv=development	10	F=financial....18		H=ec.history....	
		Eq=equity.....	20	G=government...	+		

Other problems= Minimum wages (7), draft (9), drugs (6), pollution (10), poverty (13)

CONTENT PROFILE



Teaching Aids

7 chapters (averaging 27pp long, ranging from 16-49pp); 111 figures; no end-of-chapter aids; cumulative construction; for 1 semester; no workbook, teacher's manual, or readings volume. Developed at U. of Wisconsin-Milwaukee.

Author's Background

At U. of Wis.-Milwaukee; not a member of Am. Econ. Assoc. in 1969 thus not listed in 1969 Handbook.

Date of Profile = 11/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (2 sem.) — Stress on Flexibility in degree of rigor

ROGERS, A. J. III. Principles of Economics Series. (consisting of 18 paperbacks as described below). Dryden Press, Inc., Hinsdale, Ill. 60521. 1972. "Elements and "Principles" sets of six, $2.00 per booklet; "Theory" set of six, $3.00 per booklet.(i.e. $12.00 and $18:00 a set respectively).

Content & Organization

Analytical approach with stress on providing instructional materials of different degrees of rigor so that instructor may chose the difficulty most appropriate for each topic and each class. The Series consists of three sets of six small paperbacks,-- the "Elements" set which uses only the simplest geometry and descriptive material (thus nonrigorous or verbal), the "Principles" set employing simple algebra and geometry (moderately to quite rigorous), and the "theory" set which is heavily analytical and employs algebra, geometry, & set theory (very rigorous). Each set consists of 3 microeconomic volumes (on trade, markets, and issues respectively) and 3 macroeconomic (on money, aggregates, issues of economic policy respectively). These six areas are planned to provide coverage for a 2 semester course. Instructors are to use six books but may choose, if they desire, individual volumes from different levels of rigor.

Aims

The author's stated objectives = "Younger instructors with career commitments to teaching principles....find the massive classic hardback text less than satisfactory for the needs of today's students." "The whole idea of the series is to give the instructor a chance to vary the level of difficulty and method of approach between the several sections." "...there has been an attempt to keep the style as light as possible." " ...portions of the series can be quickly and economically revised as the contemporary scene dictates."

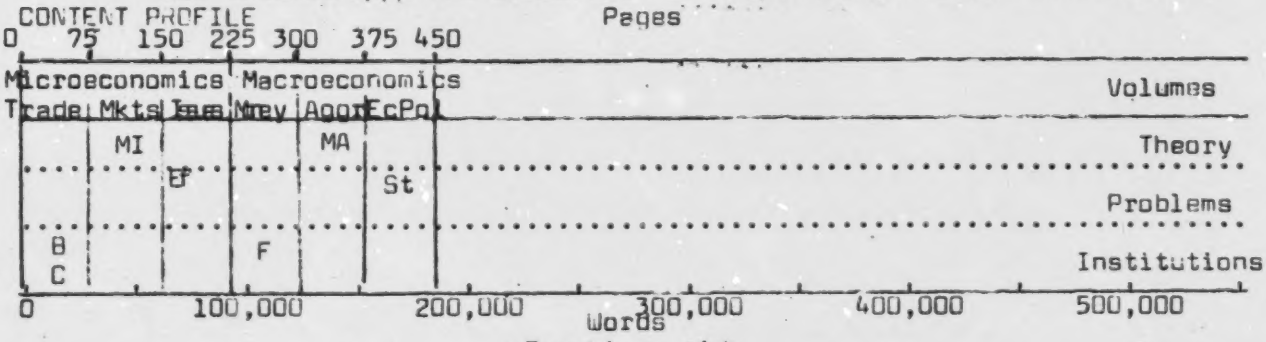
Product Differentiations

The series' uniquenesses = The flexibility it gives the instructor to build a coherent course selecting materials of different levels of difficulty for its different parts. Its unconventional literary style; vernacular of modern youth. Designed so parts may be easily and promptly revised when desirable. Its declared ultimate aim is not the teaching of economics (which will be forgotten or replaced) but through economics to teach an "appreciation of the power of the human mind", "stimulate curiosity about the world around you, and the developed ability to use your thoughtful mind in probing its mysteries."

CONTENT ANALYSIS

All volumes were not available for inspection. Profile an estimate.

CONTENT PROFILE



Teaching Aids

Six volumes per set (3 sets) with around 4 chapters each ("Theory" set somewhat longer); Principles of Economic Policy volume has 21 figures, no tables, no end-of-chapter questions or concept lists; highly flexible; 2 sem.; no workbook, manual, or readings.

Author's Background

Present school = U. of Wis.at Milwaukee ; not a member of the Am. Ec. Assoc. in 1969 thus not listed in the biographical Handbook.

Date of Profile = 9/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (1-2 sem.) — Stress on Relevance

SAMUELSON, Paul A. Economics; Eighth Ed. McGraw-Hill Book Co., 330 W. 42d St., New York 10036. 1970. 835 pp. + 3000 item index. 350,000 words + 80,000 in 15 end-of-chapter appendices. Statistics thru 1969. $10.95

Content & Organization

An analytical approach (quite rigorous appendices) with emphasis on mak- economics relevant to students' interests. Introductory unit a series of chapters briefly surveying economics,-- its scope-method, micro-theory, current problems, and macro-theory. Parts 2-5 develop theory, problems, & institutions relating in turn to national income, national output, income distribution, & internat- ional trade. The final part concerns modern problems; growth, development, inequality, race, cities, pollution, stability. The book ends with a short survey of economic systems and economic philosophy.

Aims

Author's stated objectives= "I have tried to use the touchstone of 'relevance' for my exclusions and inclusions..."...my motto: Nothing unnecessarily hard, but nothing essential being omitted as beyond the grasp of the serious student: and above all, nothing that later will have to be unlearned as wrong." "...writing out what we economists know about economics..."

Product Differentiations

The book's uniquenesses= Generally recognized as the leading principles text. The oldest (first published in 1946). Its use of color to increase its teachability (key concepts in blue, basic principles in brown, crucial points of diagrams in gold). Aids or stimuli for better students to go beyond their class (appendices on more advanced economics, special extra credit problems at end of most chapters).

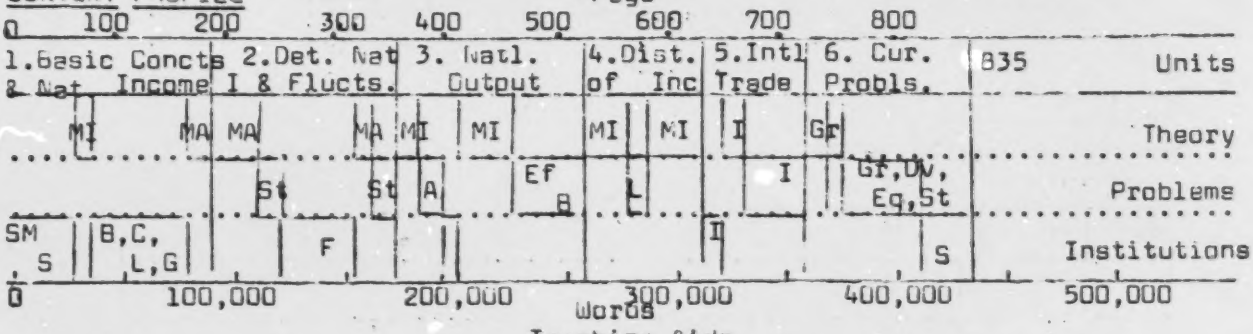
CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro.....	200	Ef=efficiency..	25	A=agriculture..	13	I=international.	88
MA=macro.....	65	St=stability...	70	B=business.....	38	L=labor.....	35
SM=scope-meth.	15	Gr=growth.....	42	C=consumers....	+	S=ec. systems...	35
HT=hist. thry.	+	Dv=development.	30	F=financial....	40	H=ec. history...	+
		Eq=equity.....	36	G=government...	30		

Other problems= Race, Cities, Pollution (14), Poverty, Affluence, Quality Life(1?

+=interspersed emphasis

CONTENT PROFILE — Page



Teaching Aids

42 chapters, 55 assignment units (plus 15 appendices)(chapters averaging 14 pp, range 4-20pp); 195 figures & 68 tables; 4-9 end-of-chapter disc. ques- tions; concept list; no bibliographies; chapter summaries; highly flexible in sequence; 4 one-semester course proposals; study guide ($3.95); teacher's manual; readings ($3.95); programmed text ($4.95 ?); test bank; film strips; transparencies; 4-minute silent-movie cassettes. trans. masters ($12.50)

Author's Background

Author= MIT (1940-); B.A. (Chicago), M.A.,Ph.D.(Harvard); Fields=theory, internl, monetary; Publ=Fnds. Ec. Analysis; past President AEA; Nat. Task Force

Date of Profile = 7/72

College Level ECONOMICS TEXTBOOK PROFILE Soc.-Philosophic. apprch
Introductory Course (1 sem.) Stress on Socio-Economic Organiz.

SANBORN, Henry N. What, How, for Whom: The Decisions of Economic Organization. Cotter-Barnard Co., P.O.Box 8466, Baltimore, Md. 21234. 1972. 326pp + 2 appendices (Accounting; Demand & Supply) + 550 item index. 125,000 words. $5.20 (paperbound)

Content & Organization

Social Philosophic approach (reflecting Chicago libertarian values) with stress upon private enterprise as a socio-economic organization. Largely verbal though occasionally moderately rigorous. Essentially an updating and text book adaptation of Frank Knight's classic Social Economic Organization. Thus it is organized around the five basic economic decisions of all economies; What to produce? How? Who gets what? Who does what? and Present vs. Future consumption? Reflecting the economics and economic philosophy of the Chicago School, micro theory is stressed and macro except for the Quantity theory of money is minimized or omitted, the value of private enterprise is emphasized, and the meaning and importance and value of efficiency, freedom, and equity are central.

Aims

The author's stated objectives = "More than most texts, this one takes up normative issues....The author's bias in favor of individual freedom is quite obvious. "...a short core text....centered around the main economic decisions and skipping much of the technical theory of utility and of the firm. ...The book gives students a clear understanding of how a price system works." "Recurring emphasis on the role of prices and profits and on welfare issues -- freedom, efficiency, and fairness."

Product Differentiations

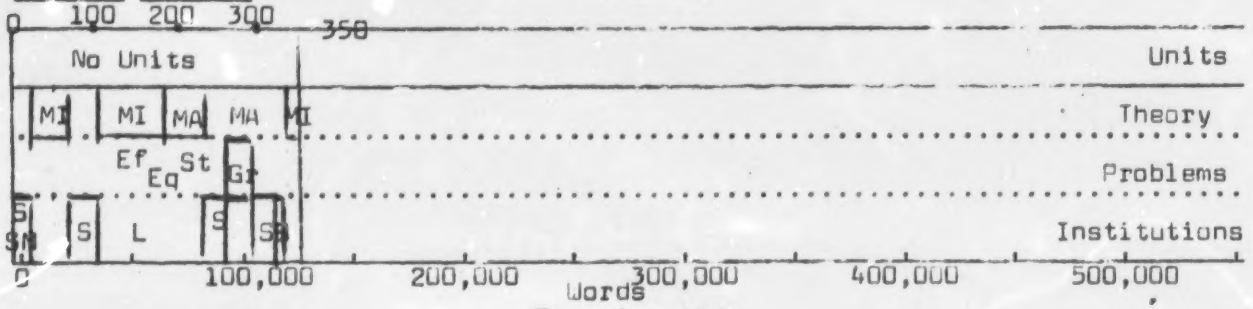
The book's uniquenesses= Its brevity (easily permitting supplementary readings in even a one semester course) yet centrality of focus. No attempt as usual at "coverage" but rather focus on those few ideas the author thinks are most important. Its presentation of the Chicago (Knight, Friedman, Stigler) economic philosophy. Very many end-of-chapter questions with answers to some. One of the few texts developed in a state college. Use of numerous cartoons.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors
MI=micro.....152	Ef=efficiency.. +	A=agriculture.. I=international. +
MA=macro..... 30	St=Stability... 10	B=business..... 10 L=labor.....23
SM=scope-method +	Gr=growth..... 40	C=consumers.... 5 S=ec. systems...62
HT=hist.thry.. +	Dv=development.	F=financial.... 8 H=ec. history...
	Eq=equity..... +	G=government... +

+ = intersperced emphasis

CONTENT PROFILE



Teaching Aids

12 chapters (averaging 27pp long, ranging from 10-52pp); 28 figures + 32 cartoons + 10 tables; 8-69 study questions + selected answers at end of chapters Chapter summaries; cumulative construction; one semester course (text may be taught in 8 weeks) no workbook, teacher's manual, or readings volume. Developed at Towson State College (Md.)

Author's Background

Author=present school, Towson (1965-); Ph.D. (Chicago); Fields=Gen.Thry, Money-Finance, Labor.

Date of Profile = 7/72

College Level — ECONOMICS TEXTBOOK PROFILE — Systems Approach

Introductory Course (1 sem.) — Stress on personal & social ec. probs.

SILK, Leonard S. Contemporary Economics: Principles and Issues. McGraw-Hill Book Co., 330 West 42nd St., N. Y. N. Y. 10036. 1970. 390pp. + annotated bibliography + 160 item key concept index + 1000 item subject index. Statistics through 1968. $8.95 (cloth) 210,000 words

Content & Organization

Economic systems approach with stress upon economic problems,-- personal and business related as well as social. Largely verbal though moderately rigorous micro. This text is introduced thru discussion of the role of economics, its method, and an overview of economic systems. The next two parts (more than half the book) concern the organization of a market economic system,-- from its parts to the whole (thus micro then macro). This section abound in concrete illustrations & problems with which students can identify. The final third of the text continues the focus on economic systems but moves beyond our own economy to comparative systems (esp. Soviet) & the international ecmy.

Aims

The author's stated objectives = "...the strategy of this book is to explore some little problems carefully before taking up the big ones;.... My hope is that the demonstration of how useful some essentially simple economic concepts can be in analyzing personal or business problems will increase the faith of students that economic concepts or models can be equally useful in explaining the nation's and the world's major problems." "One of the main points... is to show that a handful of concepts has almost infinite applicability."

Product Differentiations

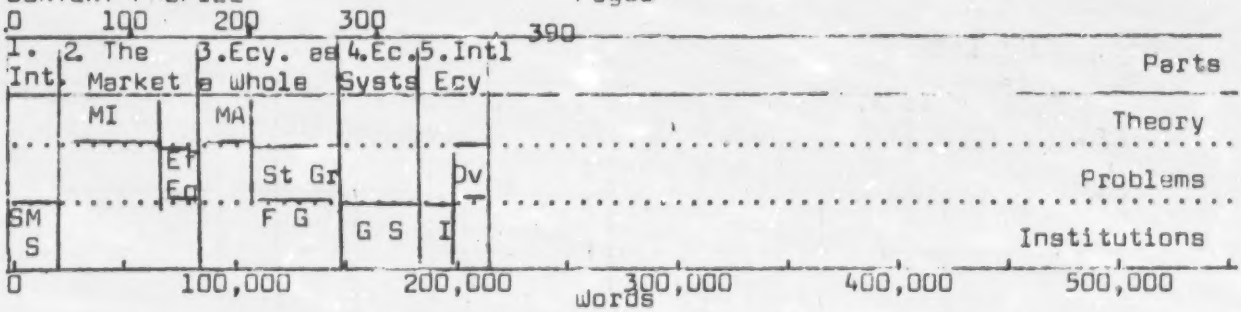
The book's uniquenesses = Its approach to economics through immediate personal problems. and very concrete illustrations. Its readability. Both of the above uniquenesses reflect the authors many years of practice as an editor of Business Week. An ablely annotated end-of-volume bibliography. taken in part from the Joint Council's Basic Economics Library list. Unit review questns.

CONTENT ANALYSIS (pages per major subjectmatter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro.....	85	Ef=efficiency..	10	A=agriculture..		I=international.	35
MA=macro.....	48	St=stability..,	14	B=business.....	+	L=labor.....	+
SM=scope-meth.	24	Gr=growth.....	17	C=consumers....	+	H=ec. history...	+
HT=hist.thry..	+	Dv=development.	16	F=financial....	21	S=ec.systems....	44
		Eq=equity.....	15	G=government...	35		

Other probs.= Peace (14) — += interspersed emphasis

CONTENT PROFILE



Teaching Aids

26chapters (averaging 15pp long, ranging from 6-21pp); 104 figures & 79 tables; after each chapter a list of key concepts, 4-15 review & disc. questions and problems or exercises; 5 review questions covering each major part; annotated bibliograph; summarizing italicized chapter introductions; cumulative; workbook ($2.95), teacher's manual ($2.50), readings vol.($5.50), test file ($4.95).

Author's Background

Editor, Business Week (1954-69); B.A. (Wis.), Ph.D. (Duke); Fields= Gen. Thry, Ind. Org.; Pubs.= Forecasting Bus. Trends, Research Revolution ; Res.= Govt. Reg. of ec. activity. New N.Y.Times. Date of profile = 9/72

00071

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach
Introductory Course (1-2 sems.) — Stress on Flexibility in Organization

SOLMON, Lewis C. Economics. Appleton, Century, Crofts., 440 Park Ave. S., N.Y. 10016. 1972. 818 pp. + Appendix on use of graphs +"Bibliography"and "Additional References" relating to each chapter. + 1250 item index. 500,000 wds. Charts & statistics thru 1970. $10.95

Content & Organization

Analytical approach however written to permit great flexibility in sequence or approach (e.g. macro-micro or reverse, analytical approach-- i.e. theory first-- or problems approach-- i.e. problems first). Quite rigorous but adaptable to moderate rigor. The initial two units provide an overview of economics and the economy and its three sectors,--households, business, & government. Units 3-7 focus in turn upon theory then policy in three macroeconomic problem areas; full employment & stability, growth & development, and international trade. Units 8-9 focus on micro theory of production and income distribution. The final unit concerns other contemporary problems and economic systems.

Aims

The author's stated objectives = "...we have tried to create a format that allows instructors to restructure material when they choose." "...readability is a basic requirement.... the aim of this text is to speak directly to the students in clear and familiar language." "...each chapter concludes with a summary..., a glossary,...a set of review questions..., additional questions ... to serve as a basis for classroom discussion." "We have trued to select the widest variety of graph forms..."

Product Differentiations

The book's uniquenesses = Its planned flexibility to meet different instructors' economic educational philosophies. Its stress on teaching the uses of graphs. Extensive end of each chapter teaching aids (a numbered summary, glossary --however listed terms cannot be located in index--, questions for review, and a separate list of questions for discussion). Printed on recycled paper.

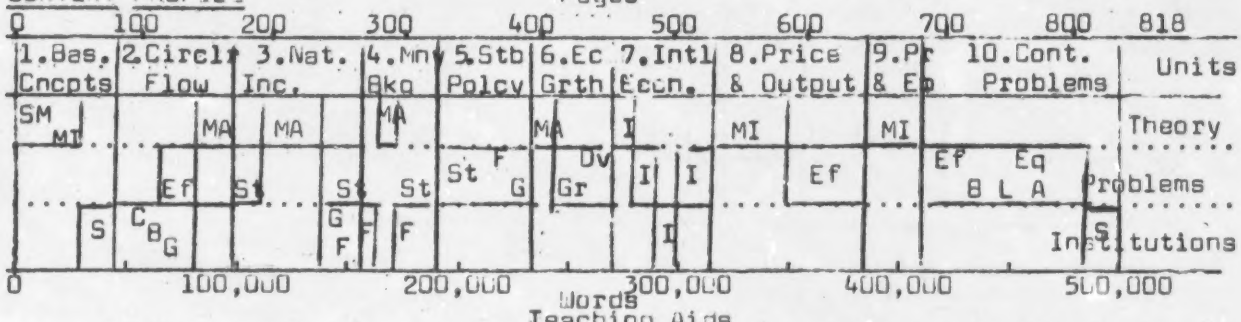
CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors
MI=micro.....139	Ef=efficiency.. 54	A=agriculture.. 19 I=international. 73
MA=macro..... 55	St=stability... 90	B=business..... 35 L=labor..... 20
SM=scope-meth. 38	Gr=growth..... 15	C=consumers.... 20 S=ec. systems... 16
HT=hist. thry. +	Dv=development. 21	F=financial.... 60 H=ec. history...
	Eq=equity..... 19	G=government... 38

Other problems= Pollution (15), Poverty & Discrimination (19), Urban (15)

+ = interspersed emphasis

CONTENT PROFILE



Teaching Aids

40 chapters (averaging 20pp. long, ranging from 11-24pp); 197 figures & 92 tables; summary, 5-7 review questions, 5-7 discussion questions, & glossary; bibliography & additional references for each chapter; Workbook ($), Programmed Workbook ($), Instructor's Manual, Test Item File, Transparencies.

Author's Background

Author=City U.; B.Comm.(~~Toronto~~), ~~PhD.(Chicago)~~; Fields=Ec.Hist., Manpr., Ind. Org.; Publ.="Costs of Schooling in 1880 & 1890"; Res. Ec. of Educ. 19th cent.

Date of Profile = 7/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (1 sem.) — Stress on learning to apply analysis

SOWELL, Thomas. Economics: Analysis and Issues. Scott, Foresman & Co., Glenview, Ill. 60025, 1971. 341pp. + 225 item index. 120,000 words. $7.75 (cloth). Statistics through 1969.

An analytical approach with a focus throughout on efficiency, i.e. the optimum allocation of scarce resources which have alternative uses, and with stress on learning how to apply economic analysis. Moderately rigorous (though indifference analysis is introduced). After an introductory chapter on what economics is and is not, three major parts cover the analytical substance of the book,--first prices in competitive markets, then prices in non-competitive markets, and finally the national economy from a macroeconomic perspective. In the above contexts problems are introduced where relevant to teaching analysis. Part IV is organized topically by problems. Each is considered as a whole and very briefly. The final chapter is a short survey of the history of economics and the role of economists.

Aims

The author's stated objectives = "The major unsolved problem in the teaching of undergraduate economics is ... to get /the student/ to see the real-world meaning of his facts and theory so as to be able to apply them to concrete problems and issues. This book concentrates on building a solid foundation of systematic analysis with real-world examples and applications." "The emphasis throughout is on systematic analysis, rather than on either factual information or theoretical elegance."

Product Differentiations

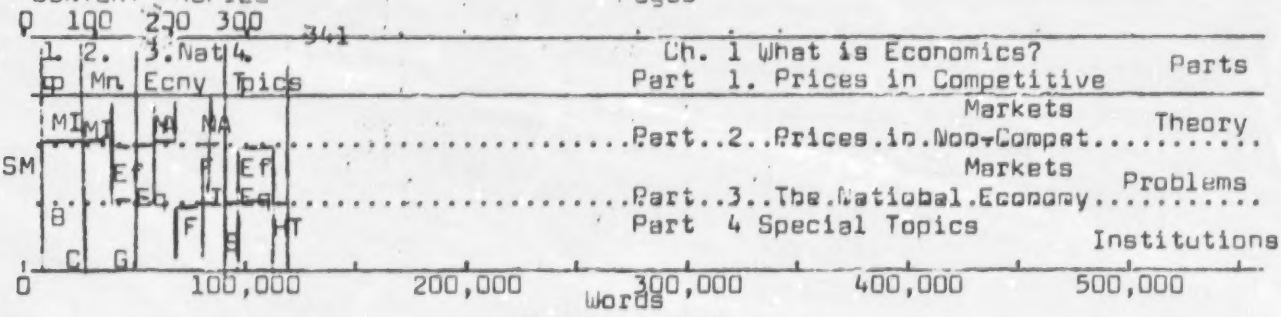
The book's uniquenesses = A comparatively short book especially designed to give students a fundamental knowledge of systematic analysis and its application either as a complete basic course or as the basis for subsequent study of problems or issues of the instructor's or students' choosing. One of the least expensive hardcover texts. Shortest index of any.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro.....96	Ef=efficiency.. 14	A=agriculture..	I=international. 27
MA=macro.....35	St=stability... 19	B=business..... +	L=labor..... +
SM=scope-meth.15	Gr=growth..... 5	C=consumers.... +	H=ec. history...
HT=hist.thry..26	Dv=development. 8	F=financial.... 21	S=ec.systems.... 10
	Eq=equity..... 21	G=government... 43	

+ = interspersed emphasis

CONTENT PROFILE — Pages



Teaching Aids

18 chapters (averaging 19 pp long, ranging from 8-29pp); 67 figures & 24 tables; occasional end-of-chapter summaries but no other aids; cumulative; 1 semester but may be supplemented for two; instructor's guide; no workbook; readings vol. (Starleaf)($4.95); developed at UCLA.

Author's Background

Present school = UCLA; A.B. (Harvard), M.A. (Columbia), Ph.D. (Chicago); Fields=Hist.thought, Labor, Ind. Org.; Pubs.= "Marx's Capital after 100 years", Cand.J.E.& P.S., "The Evolutionary Economics of Thorstein Veblen"; Res.= Say's Law; A Hist. of Analysis. — Date of Profile = 9/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (1-2 sems.) — Stress on balance betw. Thry, Probs, Policy

SPENCER, Milton H. Contemporary Economics. Worth Publishers, Inc., 70 Fifth Av., New York, N.Y. 10011. 1971. 677pp (including 11 case problems over 23pp) + 400 item "Economics Dictionary" + 850 item index. 400,000 words. Statistics thru 1970. $10.50

Content & Organization

Analytical approach (moderately rigorous) but by making the text quite comprehensive, the author seeks a balance without the major focus on problems, theory, or policy. Introduced by a chapter on scope-method and an 80pp overview of American Capitalism. Parts II,III,& IV cover macro-theory and related institutions and problems (stability & growth). Parts V & VI develop micro-theory which is applied to domestic economic problems in Part VII. The final part concerns the international economy and development and the theory and practice of socialism and communism.

Aims

The author's stated objectives= "In this book I have tried to convey a vivid sense of the pertinence & importance of economics by presenting a balanced treatment of theory, problems, & policies." "...this balance is achieved / by / special features." (see "Product Differentiations" below)

Product Differentiations

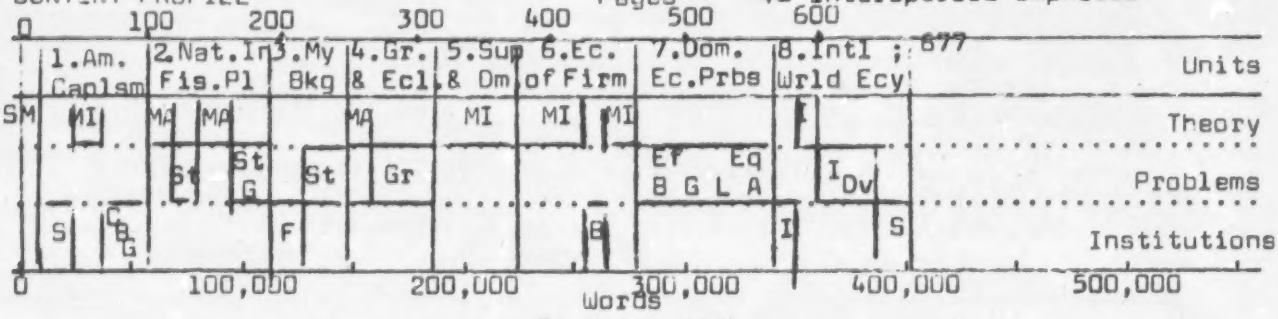
The book's uniquenesses = An unusual number and variety of teaching innovations: short supplementary readings are inserted in the text (16 essays or editorials especially written to stir student interest; 18 biographical sketches and portraits of great economists of the past, several-page photograpic essays on pollution, poverty, & urban transportation; 33 short boxed essays to highlight key ideas or provide diversion), 11 optional case problems, each several pages in length, and each focusing student interest on current issues (these make a workbook unnecessary);"Chapter Previews"in the form of questions; boxed thought questions introduced at appropriate point in the text in addition to usual end-of-chapter questions.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro.....	147	Ef=efficiency..	26	A=agriculture..	18	I=international.	50
MA=macro.....	65	St=stability...	57	B=business.....	24	L=labor.....	25
SM=Scope-meth.	16	Gr=growth.....	51	C=consumers....	6	S=ec. systems...	56
HT=hist. thry.	18	Dv=development.	15	F=financial....	27	H=ec. history...	+
		Eq=equity.....	11	G=government...	14		

Other problems= Ecology & Pollution (20); Social Welfare (10); Urban (22)

CONTENT PROFILE — Pages — += interspersed emphasis



Teaching Aids

38 chapters (averaging 17pp long, ranging from 9-27pp); 232 figures or tables & 33 boxes; Chapter Previews and end-of-chapter numbered summaries, concept list, 4-10 questions, & unannotated bibliography (largely texts); flexible ordering possible; 4 one-semester course outlines; Workbook ($); teacher's manual; no readings vol. (but these are part of text); test bank; model examinations; developed at Wayne State.

Author's Background

Wayne State (1955-); B.S. (N.Y.U.);M.A. (N.Y.U.);PhD (Cornell); Fields= Ind. Org., Bus. Adm.,Gen. Ec. Thry; Pubs=Managerial Ec., Bus.& Ec. Forecasting, Director of Center for Bus.& Ec. Educ. — Date of Profile = 7/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (1-2 sems.) — Stress on Application of Learning Theory to Self-teaching

STERLING INSTITUTE (Educational Technology Center). Economic Analysis. Educational Technology Center, The Watergate, Suite 1100, 2600 Virginia Ave.,N.W., Washington, D.C. 20037. 1971. 6 paperback volumes + 1 enrichment volume. List price per volume = $9.90 (price with educ. discount = $4.25 for a price per student of $25.50 for set of six or $27.00 for set of seven). One full set of materials for instructor (7 volumes, 4 concept area Pre Tests, 5 unit tests--two forms each--, 4 Post Tests--two forms each--, 3 enrichment tests, administrative procedures, etc.)= $60.00 or $27.00 with educ. discount.

Content & Organization

Analytical approach but with a text designed for self study by student, self testing, self remediation, but when necessary for counsel by professor. The course is divided into four "concept areas"; I. Basic Economics (Vol. 1) (an introduction to scope-method, demand-supply, & circular flow), II. Macroeconomics (Vols. 2-3) (national income analysis, stability, & money-banking), III. Microeconomics (Vols. 4-5), and IV. International Trade (Vol. 6). An additional optional volume provides for supplementary study after vol. 1 of comparative systems, after 2 on the influence of government & foreign trade on national income, and after vol. 3 on product and monetary markets.

Aims

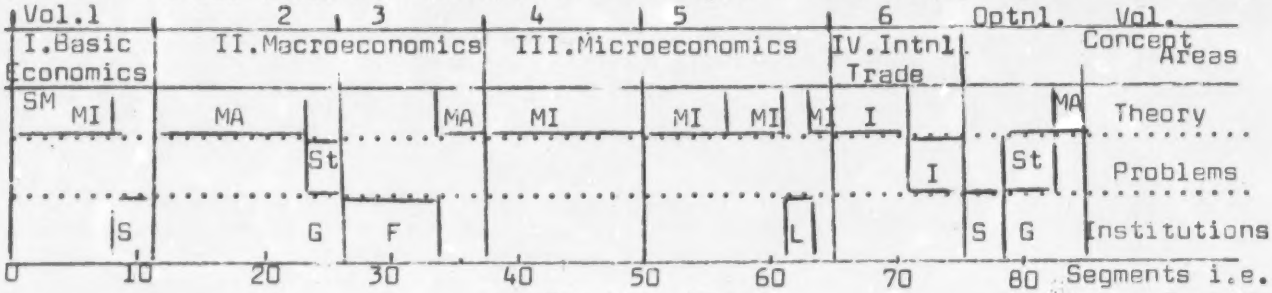
The authors' stated objectives = "Economic Analysis" is a complete, interactive self-study program." "...imaginative use of a systems approach and modern learning theory." "...to develop and test ways in which sophisticated learning theory and advanced laboratory findings could be simultaneously utilized in a curriculum that would be highly individualized and virtually guarantee learning."

Product Differentiations

The books' uniquenesses= Its self-teaching character through a coherent series of books which integrate textual material, workbook, & programmed text ---all clearly focussed on explicit behavioral objectives. No lectures. No regular class meetings. A non-teaching Course Administrator coordinate the course freeing the instructor to confer with students, for remedial work, and to plan and conduct enrichment activities (e.g. individualized student research, guest speakers, current event discussions). Entire course may be covered in as short as nine weeks.

CONTENT ANALYSIS -- The 7 volumes were not available. The course outline suggests that there is major emphasis on theory and relative less emphasis on problems and especially institutions.

CONTENT PROFILE (Drawn in terms of the 84 segments each requiring ½-1 hr. study)



Teaching Aids

4 Concept Areas, composed of 21 topics, which in turn are made of 75 segments (supplement has 3 topics made of 9 segments). drawings, questions, concepts, summaries self-tests incorporated in text. Micro & macro may be reversed otherwise it is cumulative. Developed at U.S. Naval Academy.

Authors' Background

Development financed by U.S. Office of Educ. & carried out by behavioral scientists of ETC and economists at Navel Academy. Date of Profile = 8/1/72

College Level — ECONOMICS TEXTBOOK PROFILE — Analytical Approach

Introductory Course (2 sem.) — Stress on theory and Institutions

STIGUM, Bernt P. & Marcia L. Stigum. Economics. 2nd Ed. Addison-Wesley Pub.Co. Reading, Mass. 01867. 1972. 823pp + 1700 item index. $11.50. Statistics to 1969 or 1970.

Content & Organization

Analytical approach with stress on combining an emphasis on theory with extensive coverage of economic institutions. Quite rigorous (very rigorous appendices). The text is introduced by a chapter on the need to theorize and the nature of micro and macro economics. The remainder of the volume divides into two foci. First, microeconomics including parts on the consumer, firm, competitive markets, and imperfectly competitive markets. The second focus is on macroeconomics including parts on income determination, money & flows, contemporary issues (inflation, growth, poverty, urban) and international economics (including development and a very short survey of comparative systems).

Aims

The authors' stated objectives = "...our principle objective .../is/ to give the beginning student a firmer grasp of economic theory and a greater familiarity with economic institutions than competing texts do." "...a more comprehensive and coherent survey of both macroeconomic and macroeconomics theory ..."

Product Differentiations

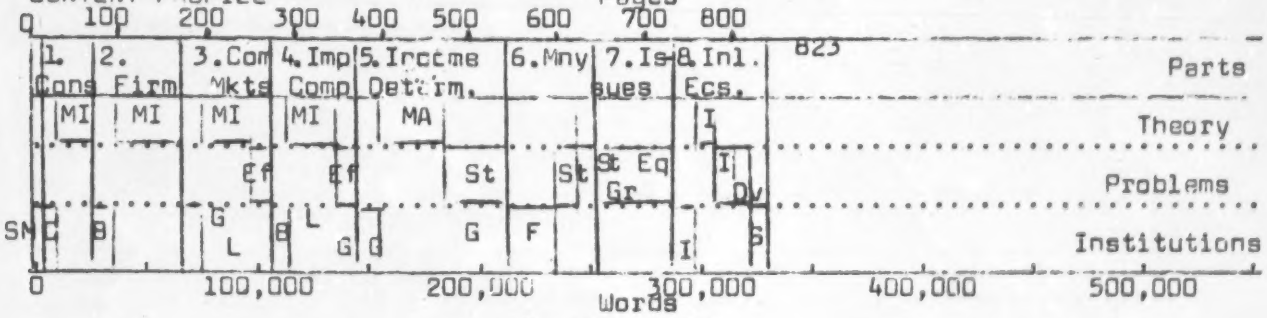
Often rigorous theory oriented texts minimize institutional material; this one seeks to combine the two. Special appendix on supply-demand for courses which teach macro before micro. Priced above the average for its kind. Unusually well developed problems after each chapter eliminate need for workbook. Chapters are unusually short in length. An institutional chapter precedes the theory in each part.

CONTENT ANALYSIS (pages per major subjectmatter area & key to profile symbols)

Theory	Problems	Institutions or Sectors
MI=micro.....204	Ef=efficiency.. 45	A=agriculture.. 9 I=international. 80
MA=macro..... 89	St=stability... 93	B=business.....28 L=labor..... 27
SM=scope-meth. 6	Gr=growth..... 26	C=consumers....11 S=ec.systems.... 8
HT=hist. thry. +	Dv=development. 16	F=financial....77 H=ec. history... +
	Eq=equity..... +	G=government...36

Other problems= poverty (20), Urban (16) + = interspersed emphasis

CONTENT PROFILE



Teaching Aids

48 chapters (averaging 15pp long, ranging from 8-20pp); 213 figures & 66 tables; 4-12 problem type questions after each chapter;no bibliographies or chapter summaries or concept lists; 9 chapter appendices usually on more advanced theory; study guide ($); no instructor's manual or readings; flexible construction; Macro-micro & micro-mecro 2 sem. course outline and also 1 sem. survey outline.

Authors' Backgrounds

Bernt S.= Northwestern (1968-); B.A. (Dartmouth), Ph.D. (Harverd); Fields=Math. ec., econometrics, theory, statistics: Marcia S.=Loyola (1968-.) B.A. (Middlebury, Ph.D. (M.I.T.); Fields = monetary theory, international trd. Neither was listed in the 1969 Handbook of the AEA as a member.

Date of profile = 9/72

College Level — ECONOMICS TEXTBOOK PROFILE — Systems Approach

Introductory course (2 sems.) — Stress on Application of Theory

SUITS, Daniel B. Principles of Economics. Harper & Row, Publishers, Inc., 49 East 33rd St., New York, N. Y. 10016. 1970 527 pp. + 1500 item index. Statistics thru 1968. Original edition. $11.00

A systems approach (thus emphasis on the economy as a system of social control) with repeated stress upon theory as a tool for understanding and policy. Moderately rigorous. The book is organized into four units of approximately equal length. The volume begins and concludes with the economy as a system of control. The first half of the text covers macro-economics by focus in Part I on why some nations are more productive than others, and in Part II on problems of growth & stability. The second half of the volume covers micro-economics with emphasis in Part III on functions of prices & markets and in Part IV on distribution. The text ends by placing our economy as only one type of system and as only one control subsystem in a broader social order of many subsystems (social, political, moral, ecological, etc).

Aims

Author's stated objectives= "...to bring theory and practice into close unity." "...to maintain the strongest possible bridge between the student and the unfolding economic events in the world about him." ...start with things that are familiar and to build up economic theory as a set of principles that yield powerful insights not only into the broad trends of history, but also into day-to-day problems of society as they appear in the news."

Product Differentiations

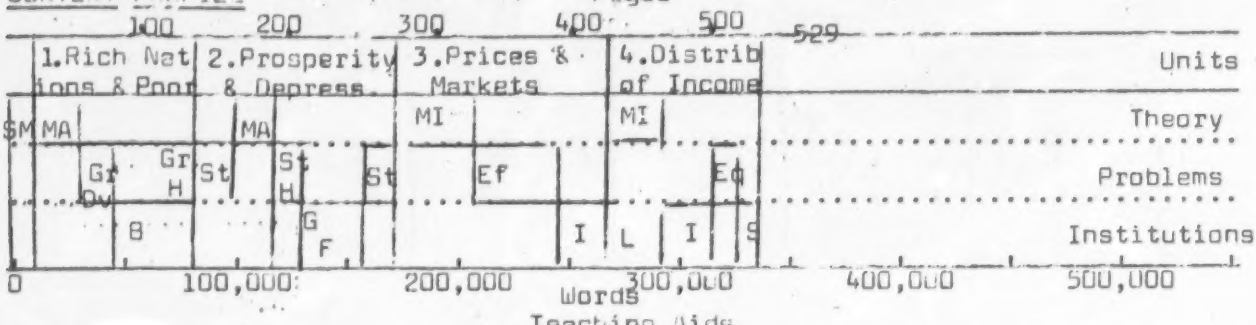
The book's uniquenesses = A comparatively short volume thereby explicitly designed to facilitate use of supplementary materials. Organized into four units (thus fewer than most) of equal length (thus well adapted to midsemester and semester evaluation). Its deductive development of theory. Its systems approach.

CONTENT ANALYSIS (pages per major subject-matter area & key to profile symbols)

Theory		Problems		Institutions or Sectors			
MI=micro.....	111	Ef=efficiency..	42	A=agriculture..	10	I=international.	27
MA=macro.....	72	St=stability...	55	B=business.....	24	L=labor.....	23
SM=scope-meth.	12	Gr=growth.....	23	C=consumers....	14	S=ec. systems...	
HT=hist.thry..	20	Dv=development.	19	F=financial....	20	H=ec. history...	
		Eq=equity.....	29	G=government...	18		

Other problems = Pollution (12), Poverty (15)

CONTENT PROFILE



Teaching Aids

27 chapters (averaging 20pp long, ranging from 12-25pp.) + 3 chapter appendices; 231 figures & 104 tables; Unit previews, end-of-chapter summaries, no questions or bibliographies; cumulative construction; intended for year course but its shortness & few chapters make its use in entirity possible for one semester courses; Study Guide ($3.95), instructor's manual, use of newspapers particularly recommended; Developed at U. of Mich.

Author's Background

At Mich. (1950-71): A.B. & Ph.D. (Mich.); Fields= Stat., bus. Flucts. Thry. Now at U. Cal. Santa Clara.

BEST COPY AVAILABLE

Date of Profile = 7/72

College Level — ECONOMICS TEXTBOOK PROFILE — Problems Approach

Introductory Course (1-2 sem.) — Stress on Economic Goals

WYKSTRA, Ronald A. Introductory Economics. Harper & Row, Publishers, Inc., 49 East 33rd St., New York, N.Y. 10016. 1971. 741pp.+ 1900 item index. 380,000 words. $11.00 Statistics thru 1970.

Problems approach with stress on meaning and use of economic goals. Moderately rigorous though quite rigorous appendices (2). The text begins with a short survey of contemporary economic problems and the relation of economics and economic reasoning thereto, and an overview of the American economy by sectors. Part 2 analyzes economic instability (unemployment, inflation, growth) introducing relevant macrotheory. Part 3 concerns the goal of economic efficiency in the allocation of resources and related microtheory and market-pricing problems. Part 4 deals with other problems of the 1970's . The text then concludes with problems of the international economy and competing economic systems

Aims

The author's stated objectives= "The basic purpose of writing this book is to demonstrate that economics is a 'now' subject -- that the facts and theory comprising the body of economic knowledge are useful and pragmatic." "... economics is a combination of practical problems, scientific analysis, and political economy." "...care has been taken to present the basic principles of economic theory in as simplified a manner as possible."

Product Differentiations

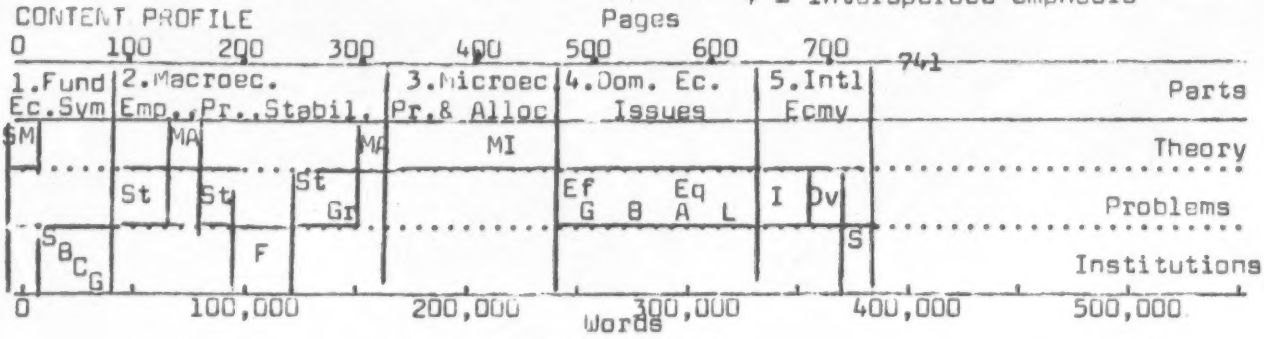
The book's uniquenesses = One of the most thoroughly problem oriented of texts; it begins with discussion of the problems approach, the short introduction to each part orients the part to specific economic problems, the economic values (efficiency, stability, growth, development, and equity) are recurrently stressed. Text divided into 94 short assignment units to facilitate assignments. Rather than a long list of end-of-chapter questions, a very few key ones are included. Notes for faculty lectures available.

CONTENT ANALYSIS (pages per subject-matter area and guide to profile symbols)

Theory	Problems	Institutions or Sectors	
MI=micro.....168	Ef=efficiency..25	A=agriculture.. 20	I=international.55
MA=macro..... 75	St=stability...75	B=business..... 7	L=labor.....36
SM=scope-meth. 31	Gr=growth.....28	C=consumers.... 6	S=ec.systems....45
HT=hist.thry.. +	Dv=development.26	F=financial.... 33	H=ec. history... +
	Eq=equity.....32	G=government... 48	

Other problems= Pollution (30); human investment (8); Poverty & Discrim.(22)
+ = intersperced emphasis

CONTENT PROFILE



Teaching Aids

28 chapters (subdivided into 94 assignment units); 168 tables & their related diagrams; 3-6 thought questions, a concept list, and numbered review summary at end of each chapter; unit & chapter introductions to unify the book; flexible structuring; 2 one-sem. course outlines; Study Guide ($4.00); Instructor's Manual; Readings ($6.00); set of lecture outlines. Dev. at Col. State..

Author's Background

Author= Colorado State (1968-); A.B. (W. Mich.), M.A. & Ph.D (Nebr.); Fields=Labor, Gen. Thry, Urban & Regional Ec; Pubs=Articles on Manpower, regional dev.; Res = human capital flows. Date of Profile = 7/72

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"NEAR-TEXTS"

The following do not qualify for inclusion above as texts in that each by itself does not provide the basic structure of and substance for an introductory economics course. Never-the-less these "near-texts" provide alternatives to, supplements for, and perhaps ultimately displacers of the basic text.

Paperback Series Designed to Repl ce Texts

An instructor may build his own course by selecting books from either or both of the following series. Each series includes a volume intended as an introduction to economics, one on macro-analysis, one on micro-analysis, and a number of problem or sector oriented volumes.

ECKSTEIN, Otto (ed.). Foundations of Modern Economics Series. Prentice-Hall, Inc. Englewood Cliffs, N. J. 07632. Paperbacks ranging from $2.75-$3.50 in price.

KNOPH, Kenyon A. (ed.). Introduction to Economics Series. John Wiley & Sons, Inc. 605 Third Ave., New York, N.Y. 10016. Nine volumes ranging from $2.50-$3.95 in price.

Paperback Economic Problems Series

These series include no volumes covering basic economic analysis. Thus they are designed to supplement texts and not to replace them.

BABIAN, Haig. (ed.). Crowell Economics Series. Thomas Y. Crowell Co., 201 Park Avenue S., New York, N. Y. 10003.

BERNSTEIN, Peter L. (ed.). The Random House Primer Series in Economics. Random House, College Dept., 201 East 50th St., New York, N.Y. 10022. Fifteen different "primers" ranging from $1.95-$2.95.

PHELPS, Edmund S. (ed.). Problems of the Modern Economy Series. W.W. Norton & Co., 55 Fifth Ave., New York, N. Y. 10003. Twelve volumes ranging from $1.75-$5.00. These are selected readings collections each volume on a single economic problem.

The New York Times Series. Quadrangle Books, Inc., The New York Times Book Co., 330 Madison Ave., New York, N. Y. 10017. Each volume consists of articles which have appeared in the New York Times or N.Y.T. Magazine usually in the last decade but sometimes much earlier.

Supplement Designed to Make Texts Understandable

SNYDER, Delbert A. Economic Essentials. Goodyear Publ. Co., Inc. Pacific Palisades, Calif., 90272. 180pp. + index. 1972. (paper)
"An aid to the beginning student of economics who frequently becomes bogged down early in the first course." Twenty-two chapters covering the usual topics of an analytical approach. Each chapter is written in full sentence outline form and is organized into four subtopics; a) Principles (i.e. the main conclusions of economics concerning the topic), b) Concepts (i.e. explanation of key terms used above), c) Summary explanation of the foregoing principles, and d) Confusions to Avoid. The book may serve as a way for students to review basic principles.

"Near-Texts Continued

Introductions to Economics

Short volumes written not to provide the substantive framework of a course but to introduce the study.

HOUGH, Robbin R. What Economists Do. Harper & Row, Publishers, 44 East 33rd St. , New York, N. Y. 10016. 159pp + index. 1972. $2.95 (paper)
An introduction by means of a few fundamental methodological concepts and their actual use by students for thinking about economic phenomena. Stress is placed on what the author calls "a systems perspective".

KUHLMAN, John M. Studying Economics. Goodyear Publ. Co., 15113 Sunset Blvd. Pacific Palisades, Calif. 90272. 102pp. 1972. (paper)
Designed to introduce an analytical approach course in which the readings are not a single text but paperbacks. "Its purpose is to give the student an overview of the course as well as the discipline of economics." "Its emphasis is on analysis, understanding, and reading . . . . on the rational thought processes of economists."

MAHER, John E. What is Economics? John Wiley & Sons, Inc. 605 Third Ave., New York, N. Y. 10016. 169 pp + index. (paper)
An introduction particularly valuable for teachers or future teachers.

MUNDELL, Robert A. Man and Economics. McGraw-Hill Book Co., 330 W. 42nd St. New York, N.Y. 10036. 200pp. ni index. 1968. $3.50 (paper)
A short informal introduction to economic principles, problems, and policies (these are the three parts of the book).

Current Reprint Volume

Readings in Economics '72 . Dushkin Publ. Group, Inc., Sluice Dock, Guilford, Conn. 06437. 1972. 401pp. $4.95 (paper). An annual publication consisting of facsimile reproductions of current articles on economics and economic problems., taken from the better popular magazines and newspapers for the general reader. Designed as a text supplement. But could be used as the core with current periodicals and a short analytical volume as a supplement.

Current Economics Tapes

First National City Bank, The Sound of the Economy. P.O. Box 2205, F.D.R. Station, New York, N.Y. 10022. $75 for 12 monthly tapes. $35 for transcripts. Discussions of current economic issues by bank economists. 40 minute cassettes. Intended for business leaders.

Instructional Dynamics Incorporated, The Friedman/Samuelson Reports. 166 East Superior St., Chicago, Ill. 60611. $49.90 for 12 weekly cassettes. On alternate weeks Friedman or Samuelson express their views on current economic events and issues.

Self-Instructional Materials

MARTIN, David A. Introductory Economic Theory: An Audio-Visual-Tutorial Approach. McGraw-Hill Co., 330 West 42nd St., New York, N.Y. 10036. $350.00 for the entire set of five units including audio tapes, 35mm slides, worktext, and instructor's manual.

College Level Automated Learning Courses: Economics--Level 1. Automated Learning, Inc. 1275 Bloomfield Ave., Fairfield, N. J. 07006. $9.98 (however a minimum total order of $50 is required). A pre-recorded taped course including the tape, a text consisting of diagrams and visual explanations, and examination questions in programed form.

INDEX TO INTRODUCTORY ECONOMICS TEXTBOOKS

What Kind of a Text Do You Want? If so, look at ---

1. A very comprehensive and flexible one with many types of optional supplementary teaching aids I want to be able to experiment,-- to choose my own approach, my own sequence of materials, to determine myself what to stress or skim over or omit and what supplementary aids to try.

You probably want one of the longer texts (see Table 2, pp. 4-5), a flexible one (Table 12, p. 15), and one with a great variety of types of supplementary aids (Table 15, p. 18); e.g. Bach, McConnell, Samuelson, Solmon, Spencer

Or perhaps you seek comprehensiveness and flexibility but either no supplementary aids or only specific ones. See Table 15 and such other texts as Eckaus, Hailtones-Brennan, Miernyk, Rogers ("Prin."), Wykstra

2. I too want a comprehensive book but a cumulative one. Instead of a series of independent, interchangeable, and omitable parts, I want a text in which each part is built explicitly on what has preceded and leads effectively to what follows. A text should be a unified whole.

See Table 12, p. 15 for cumulative volumes. The following are some of the more comprehensive ones; Alchian-Allen, Brandis, Fusfeld, Gordon-Dawson, Heilbroner, Suits, Kohler

3. No. I want a short and germinal volume. I want a text to introduce the subject and then to leave me free to fill it in or develop it by supplementary readings and activities. For example--

A short theory oriented introduction -- e.g. Brehm, Heller, Pfouts

A short survey of economics -- e.g. [illegible]er, Lynn, Rogers, Sanborn, Sowell, Orr-Savage

A short history of economic institutions and thought-- e.g. Harter, Giesbrecht

Oh no! The above three standards completely overlook the key point, the text's approach. Not how much is said, but what is said and why are the important criteria in selecting texts.

4. I want a relatively rigorous text using the analytical approach. I believe that economic analysis should be the focal point of all study and that beginning students should be subjected to a fairly high level of analytical rigor.

You are looking for one of the Analytical Approach texts (see Table 1, p. 2) with a relatively high degree of rigor (Table 5, p. 7). Examples of the more rigorous longer texts = Alchian-Allen, Lipsey-Steiner, Stigum-Stigum (see also those classified as "Quite Rigorous"). Examples of the more rigorous short texts = Brehm, Pfouts

5. I disagree with the analytical approach. I want one of the other approaches but with emphasis on economic analysis as a tool to other goals and not as the central subject of economics.

See Table 1, pp. 2-4 for texts using other approaches. Note especially those which stressanalysis. See also their profiles.

(continued on next page)

Examples of texts using a Problems Approach with stress on analysis = Bach, Gordon Dawson, Kohler, Nichols-Reynolds, Wykstra
Examples using a Systems Approach = Heller, Suits
Examples using a Social Philosophic Approach = Fusfeld, Gill
Examples using an Historical Approach = Heilbroner
Examples using an Institutional Approach = Stigum-Stigum

6. Relax the rigor! I want a text which relies primarily on the written word. It confines itself to analysis which is only moderately rigorous or less.

You probably want one of the less rigous texts (see Table 5, p.7) probably developed in a less selective college (Table 16, p. 19) and one whose profile shows considerable emphasis on institutions and possibly problems. Examples include Biven, Brown, Lynn, Silk, Harter and others listed on p. 19 under "moderately rigorous".

7. A text written explicitly for students with a strong mathematical background and interests, possibly one for students going on in economics. As an example see Pfouts. Also large texts under 4 above.

8 A text which includes substantial sections on particular economic problems of interest or relevance to my students.

See Table 10, p. 14 contemporary problems in texts.

8. Frankly I learn more economics from teaching than do my students. I want a text which will teach me what is new, will fill in blind spots in my education, and will open my eyes to new ideas and review old ones.

The desirable text will depend what you are working on. Possibly one should expect books that come out of one of the great graduate centers to include new developments more promptly (if so see Table 16, p. 19. Possibly economists who are prestigious scholars will incorporate modern scholarship in their texts.

9. A text chosen with the aim of keeping student costs down. See Table 3, p. 5 but look back at table 2 to see what you are getting for the money.

"Best buys" at approximately $5 or under which will need supplemented for even a one semester course = Giesbrecht, Sanborn

"Best buys" under $6 which provide a structure for a short course = Rogers-"Choice", Wilkson

"Best buys" which provide materials for a semester course; Under $7 = Brehm, Chalmers. Under $8 = Sowell, Heller

"Best buys" which provide materials for a year course; Under $8 = Peterson (both volumes). Under $9 Hunt-Sherman, Silk. Under $10 = Gill (both volumes), Miernyk, Gordon-Dawson, Howard-Da...

10. I want a text that won't soon be revised thus made out-of-date.

See Table 6, pp. 7-8 to determine texts scheduled for revision this year and with a revision cycle showing it will last.

11. I want a text designed for self study by students. E.g. Sterling Institute and other texts which have self-grading exams. See Table 13, p. 17.

12. Texts divided easily into two independent halves, thus fit well into two semester courses in which student may take either half in either order. = Gill, Peterson.

ECONOMIC GROWTH INSTITUTE

Department of Economics
State University of New York at Binghamton
Binghamton, New York 13901

The Economic Growth Institute is the research center for the study of applied economics at SUNY-Binghamton and, as such, works closely with the Department of Economics. The development of the Institute is directed towards the enlargement of the faculty's capacity for research in the general area of economic growth, with a special emphasis on human resource problems in developed economies.

As a means of focusing the staff's research, three research centers have been established within the Institute: the Center for Health Studies, the Center for Urban Studies, and the Center for Manpower Studies. Several large-scale research projects are currently under way in these areas, and several more are contemplated in the future. Thus, the Economic Growth Institute provides a framework for joint research projects involving both faculty and graduate students, as well as actively encouraging and providing resources for the development of research projects by individual faculty members, providing administrative and secretarial support for ongoing projects, rendering assistance and financial support to graduate students in support of both project and dissertation research, and publishing the results of research efforts in the form of a Working Paper series.

WORKING PAPER SERIES

1. Holtmann, A.G., The Size and Distribution of Benefits from Medical Research: The Case of Eliminating Cancer and Heart Disease (1971) - Center for Health Studies.

2. Greene, Kenneth V. and Newlon, Daniel H., Factors Affecting the Likelihood of a Switch to a Volunteer Army (1972) - Center for Manpower Studies.

3. Holtmann, A.G., Working Wives Among the Poor (1972) - Center for Manpower Studies.

4. Waldorf, William H., Quality of Labor Management (1972) - Center for Manpower Studies.

5. Cowing, Thomas G., Technical Change and Scale Economies In An Engineering Production Function: The Case of Regulated Electric Power (June 1972).

Copies of the above Working Papers may be secured by writing to the Economic Growth Institute.

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